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CHARACTER EDUCATION: METHODS AND MATERIALS

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Character Education ranks high in any list of educational objectives. Yet the complexity of the task is such that in practice the attention of educators is devoted to the more readily attainable objectives of particular skills and knowledge, with favorable character development assumed as an automatic by-product. The extent of the institutionalized population of this country, whether in mental hospital or prison, raises a question regarding the validity of such an assumption.

This issue of the *Journal of Education* reviews character education programs that have been tried in various communities, appraises their adequacy, and suggests guidelines for future development. It will be evident that character will scarcely be developed through a series of lessons, but that it can and is being influenced by the nature of the classroom program and teacher actions. The effectiveness of educational efforts in these directions will be determined by teacher skill in simultaneous achievement of multiple objectives, rather than through adding new subject matter to an already extensive educational program.

Professor Garry has been on the faculty of the School of Education as a psychologist for ten years, and a project director of the Foundation for Character Education of Boston for five. He was assisted in the compilation of the materials by John Gawrys, Jr. and Carole Lee Phillips.

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Character Education: Methods and Materials

Introduction

Matters of morality have long been a major concern to man if the extent of its discussion in his literature may be used as a gauge. During periods of profound social change the concerns about conduct increase. Certainly this century is such a period with the impact that industrialization, urbanization, and technological change are having upon a social organization and value system that evolved in a rural, agricultural, and pioneering setting. The postwar years have found us struggling with concerns of the use of nuclear power, the increase in juvenile delinquency, and the problems of individual integrity — whether it be associated with the conduct of government officials, the incidence of mental illness, or the seduction of television quiz contestants. Our concerns are manifest in many ways, often scarcely perceptible. We dedicate a weapon of war, a nuclear-powered submarine, in the name of peace; "public-service" announcements by radio advise us to attend a church or synagogue of our choice; congressional investigations of the extent of corruption in various public and private enterprises are in vogue; we add the phrase "under God" to the national pledge of allegiance; and we criticize schools for being non-religious.

Unfortunately the impression exists that moral behavior is an intellectual pursuit to be attained through factual knowledge regarding such behavior. Given such knowledge a person of his own volition may be expected to be willing and able to pursue the good and the true. Vernon Jones[1] disclosed the naivete in this position when he wrote on children's character development a decade ago:

> In moral development, as compared with growth in knowledge, intelligence seems relatively less important and volitional forces more at a premium, motivation forces appear to be more complex and more difficult to harness, and environment factors seem more diffuse in their relations and less predictable in their influence. But just as in other fields of learning, nature provides the foundations for striving and the potentialities for development; environment supplies a wide variety of stimulating influences. It is from an integration of these factors of nature and nurture that the individual gradually develops the concepts, the purposes, and the ways of behaving which we call his moral conduct.

Any list of educational ideals espoused for the schools of this country incorporates one or more statements emphasizing moral and ethical

[1]Jones, V., "Child development — XIII. Moral Concepts and Conduct." In Monroe, W. S. (Ed.), *Encyclopedia of Educational Research.* The Macmillan Co., New York, 1950, p. 186.

conduct. Any group of adults asked to identify the educational goals for their schools will generally think of ethical and moral training even before "the basic fundamentals," and will certainly rank such training as high in importance. In view of both the public and private concern with the importance of moral training and character education, it is timely to review the procedures being used in schools and the knowledge we have regarding character development, however scant or uncertain it may appear to be.

Character and character education have been more talked for than talked about, for a review of the literature shows much less attention given to character development as such than to other phases of psychology and education. Certainly in psychology the nature and extent of human ability, its measurement, its relation to learning, and modes and problems of adjustment and other aspects of the dynamics of personality have commanded a greater share of the investigative energies of psychologists. Similarly in education, the organization of materials for the development of skill, knowledge, and comprehension has received a greater share of teachers' attention than the attitudinal and social aspects of behavior. Inevitable as this was in view of the complexity of the question and the limitations of our knowledge and techniques for exploring the topic, we nevertheless find ourselves working from a conjectural position based upon correlative reasoning from evidence acquired about other aspects of human learning rather than from direct experimental evidence regarding character development itself. Yet the significance of character education for both personal and social development is such that lacking other evidence this approach is justified.

Several distinctions are necessary in order to clarify the meaning of character and character education. In early writings the terms personality and character were used interchangeably, but have come to have different meanings in the more recent literature. Personality is the more global of the two terms, being the general pattern and organization of the total behavior of an individual in all its aspects — physical, cognitive, affective, and conative. Character is generally restricted to those traits of ethical, moral, and social significance. J. McV. Hunt defines character as "the moral or ethical aspects of personality or personality considered from the standpoint of some social or ethical norm."[2] This definition presents its difficulties because it incorporates two separate reference points — the individual and the social. Nevertheless, character is restricted to the conscious attitudes, beliefs, and motivations, and particularly those of moral and ethical significance. It is distinct from temperament in that one's character is not judged in terms of one's biliousness or amiability, and distinct from intelligence for one's character is not measured by one's skills or abilities. Rather, the gauge of character is that which an individual stands for, believes in and defends, that which he strives for, and particularly the means he adopts to achieve his ends. In short, it is the principles and the purposes that a man espouses as viewed by society, at the moment and in retrospect.

Character is to be distinguished from morality. When one speaks of morality one is concerned with the rightness or wrongness of some behavior

[2]Hunt, J. McV. (Ed.), *Personality and the Behavior Disorders.* Ronald Press, New York, 1944, p. 7.

or response in accordance with some social standards of conduct usually associated with a particular group and usually believed to derive their sanction from a more absolute authority than the will of individuals. Morality represents a group norm, whereas character represents a personal norm by which one regulates his behavior. The personal norm may or may not be in accordance with the group norm. We identify many individuals of "strong" character who violated the moral standards of their time. Jesus was one, Michael Servitus another, Adolph Hitler a third. Although character cannot be divorced from morality it cannot be equated with morality. Character is the governing force of one's behavior, inferred from what one believes in, advocates, and strives for, whether in conformity to or in violation of the standards of society.

Character education is the procedure whereby society strives to develop these governing forces so that the child will become a constructive member of the community. The family, the church, the school, the group, and the mass media all enter the process by which the personal-social ideals are identified, clarified, adopted, striven for, and applied in the development of individual patterns of life which provide for the fullest personal and social development.

Survey of Character Education Programs

In spite of the allegation that moral and character education is ignored in the public schools, any investigator would be hard pressed to find a classroom in which no attempt at character education or moral education was being made. Instruction in the "right" ways of acting and deterring the "wrong" ways of behaving are inherent in the teacher-pupil relationships. Furthermore, the instructional materials presented to the children for learning contain information purposely incorporated for ethical development of children. In many classrooms such programs are unsystematic in that no organized attempt is made to initiate specific kinds of conduct or to produce given changes in behavior. Even in school systems where organized programs have been instituted, little attempt is made at measurement or evaluation of the effectiveness of such programs. The available data consist of subjective impressions in most instances of the observed behavior of the children, although in a few instances some measures of a global nature, e.g. delinquency rates, are offered in support of the effectiveness of a particular program. Nevertheless, conviction of the importance of character education programs to the total development of children serves to support efforts in these directions.

It would be impossible to report all the programs in operation, because for many little or no descriptive materials are available. A representative sampling is included which covers a diversity of approaches. In general these may be classified into three categories: early character education programs; direct instructional programs; and indirect programs. Smith[3] defines the direct method as:

> . . . the use of definite times, places, and materials for giving specific instruction in morals and manners, ideals, ethics, religion, etc., for the purpose of strengthening the character of individuals.

[3]Smith, L. M., *Character Education, a Survey of Practice in the Public Schools of the United States*. The Palmer Foundation, Texarkana, Arkansas-Texas, 1950, pp. 11–18.

He describes the indirect method as:

> . . . the attempt to affect character by environment, activities, literature, art, and experiences of all kinds, without considering this as character education, without offering specific courses, and without having regular time and place for giving instruction. The idea is to "set the stage" so that the child will learn to be moral and to act in an ethical manner.

The two procedures are not mutually exclusive for direct instruction at definite time and place can be combined with a generally wholesome environment in which environmental pressures are utilized to create and foster ethical conduct. Nevertheless the distinction is valid for the two approaches partake of different characteristics. Examples of a direct approach are the Birmingham, Los Angeles, U. S. Army and Air Force, and Allied Youth programs. The indirect approach is exemplified by the Springfield, San Francisco, Hawaii, Citizen Education Study, and the Educational Policies Commission programs. These programs are presented in chronological order, with a brief description of each.

Early programs equated character with good citizenship with the result that in the early years of the century character education was largely a matter of teaching the rules of citizenship and social conformity.

The Children's Morality Code. In the winter of 1914, an anonymous businessman known as "The Donor," impressed with the need for character education, offered a prize of $5000 for the best children's code of morals to be entered in a nation-wide competition. The code was intended to be a guide for teachers and parents in their work of teaching children what is right in daily conduct. A portion of the prize-winning code, submitted by William J. Hutchins, is presented. The code consisted of laws of good health, kindness, sportsmanship, self-reliance, reliability, truth, workmanship, teamwork, and loyalty, in addition to the following:

1. The Law of Self-Control

Good Americans Control Themselves

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions, I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another. I will keep my self-respect, and help others to keep theirs.[4]

The Five Point Plan. About 1917 the Character Education Institute proposed "The Five Point Plan" for character education. The classroom was to be organized for the development of moral leadership through the

[4] *A Home and School Guide for Character Education.* The Grolier Society, Inc. New York, 1946, p. 31.

formation of clubs called "Uncle Sam's Boys and Girls" whose members would be responsible for school discipline. Membership requirements were the display of "childhood citizenship" and the taking of a loyalty pledge to Uncle Sam. The second of the five points was the learning of the Hutchins Morality Code described above, third to undertake "character projects" at home. The fourth and fifth points were the responsibility of the teachers, namely using everyday occurrences in school as a basis for discussion and instruction in right and wrong behavior, and the keeping of a record on each child, which could be used as a basis for refusing graduation if the child displayed unfavorable moral character.

The Iowa Plan. Realizing that if character education were to be effective, ways and means were needed to produce character development, the same anonymous "Donor" who awarded the prize for the Children's Morality Code offered $20,000 for the best public school method for character education of children. A group from Iowa submitted the award-winning plan which established for its goal:

> A person with powers proportionally developed, with mental discrimination, aesthetic appreciation, and moral determination; one aware of his social relationships and happily active in the discharge of all obligations; one capable of leisure, loving nature, revering human beings, their aspirations and achievements; one observant of fact, respectful of law and order, devoted to truth and justice; one who while loyal to the best traditions of his people, dreams and works toward better things; and one in whom is the allure of the ideal, and whose life will not be faithless thereto.[5]

The Iowa Plan suggested lines of preparation for health, group life, civic relations, industrial and economic relations, parenthood and family life, the appreciation of beauty, the use of leisure time, and reverence for creative activity. Procedures to be utilized in achieving these objectives included a reconstruction and reorganization of the school so that the child would meet situations comparable to those to be experienced in "real" life, provision for student participation in classroom and school management, teacher-pupil collaboration in socialized recitation based on mutual selection of challenging problems and cooperative effort in their solution. In addition such procedures as keeping an individual book of "Noble Deeds" and undertaking various projects were recommended. In describing the Iowa Plan, McLester reports:

> (1) practically the entire program is integrated with the regular school work; (2) an attempt is constantly made to turn the attention of the pupils to the things which they should do and the attitudes they should assume toward other people rather than to encourage them in self-analysis; (3) the traits to be cultivated can be easily appreciated by the children; and (4) methods and materials are suggested which are suited to all stages of development from the kindergarten through the twelfth grade.[6]

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[5]*Character Education Methods: The Iowa Plan.* Character Education Institute, Chevy Chase, Washington, D. C., 1922, p. 6.

[6]McLester, Amelia, *The Development of Character Traits in Young Children.* Scribners, New York, 1931, pp. 11–12.

Birmingham (Alabama) Plan. One of the longest established programs is that which Dr. C. B. Glenn, Superintendent of Schools, initiated in Birmingham in 1923. The program was built around twelve themes: health, sportsmanship, work, beauty, thrift, courtesy, love of nature, worthy use of leisure time, service, wonder, cooperation, and self-reliance. Each year, one slogan was chosen, a faculty committee established to direct the program and develop materials. As designed, the Birmingham Plan constituted a rotating twelve-year program in character education which was global in nature. The committee distributed materials to the 71 schools suggesting projects, books, and films associated with the theme for the year. Teachers, supervisors, and principals were asked to create an atmosphere in the schools which encouraged children to develop appropriate behavior. Ministers were asked to preach on the subject, newspapers printed editorials, Parent-Teacher Associations supported the program, and service clubs endorsed it, in the hope of interesting and inspiring the total community.

In addressing the community on the theme chosen for 1940, "The Development of Character Through the American Way of Life," Dr. Glenn wrote: "A democracy thrives upon criticism. . . . However, children in a democracy, who keenly follow the thinking of their elders and so encounter a barrage of criticism of our institutions — that we do not have *complete* freedom of the press, *full* freedom of speech, or *invariable* rights of assembly — may also, like the foreigner, gain the impression that we do not believe in these rights *in any degree*. . . . It is important . . . that we take care to emphasize with children in constructive fashion the characteristics of democracy which belong to our heritage and . . . develop in the children an active determination to protect and continue to perfect our ways of expressing these democratic ideals. . . . Stories of (democracy) . . . concrete use of principles of democracy by children in their intimate school and family life . . . discussion and practice of the democratic way of life are suggested. . . . Flag waving and chauvinism are avoided. . . . "[7]

The Birmingham School Department has been successful in enlisting widespread community support for the program and according to a report of the *Birmingham Age-Herald* (December 7, 1945) The American Public Welfare Association credits the program as a potent factor in the decline in juvenile delinquency during the war years of 1940–44 in contrast with a national increase. Certainly the program has survived the test of time for it is still in operation.

The Los Angeles Plan aims at the achievement of certain "Citizenship Objectives" in the elementary schools by providing children models of behavior to be adopted. Both direct and indirect methods of teaching are employed. The good example of the teacher is seen as important in the development of children's character and the use of literature to provide illustrative behavior is stressed. The program's main characteristics are the formation of conduct and habits of behavior in the primary grades reinforced in the intermediate grades by the addition of direct teaching of ideals and their meanings. The concept governing the development of the plan was that if one provided small children stories which

[7]Glenn, C. B., *The Development of Character Through the American Way of Life.* Birmingham, Public Schools, November 11, 1940.

demonstrated "right" behavior or solutions, these would be adopted as patterns of behavior. Subsequently, in the intermediate grades meanings could be clarified and ideals established through direct discussion and instruction. With this base children could be expected, as they grew older, to handle more problematic cases with appropriate judgment. The direct teaching during the intermediate grades included such activities as practicing courtesy through dramatizing life situations, making a dictionary of courtesy, interpreting stories, and writing original codes of morals.

The Springfield (Mass.) Plan. In 1939, Dr. John Granrud, Superintendent of Schools in Springfield, concerned with tensions between racial, religious, economic, and political factions, organized a committee composed of representatives of divergent groups to study the program of intergroup and citizenship education. After six months of study the committee established the following objectives for the curriculum: (1) pupils should understand all the constituent groups of our population, their historical backgrounds, and their contributions to American life; (2) the children should be made to realize that our democracy was not yet perfect and that its weaknesses and ways of eliminating them should be discussed realistically; (3) pupils should be able to think and reason clearly so that they would not fall prey to emotional biases; and (4) this plan of education for democracy should be far-reaching so that it would not be limited to children in the schools but would also find its way to the adult population. Subcommittees developed units for all levels of the curriculum of the school system. These were tried out experimentally, evaluated, modified as needed, and then introduced as part of the regular curriculum.

The Citizenship Education Study. This study was sponsored by the Detroit Public Schools and Wayne University under a grant from the William Volker Charities. Its purpose was to explore what the schools were doing or could do to encourage a growing commitment to democratic values of action. Two tasks were chosen by the participating educators: (1) to develop criteria for democratic living and (2) to list the characteristics and needs of child growth and development.[8]

The values included in the meaning of democracy were classified into four categories:

1. Dignity and worth of the individual.
2. Man can and should govern himself.
3. Understanding democracy's privileges and their attendant responsibilities.
4. The use of the method of intelligence in solving problems.

Within these four categories associated ideas were designated as *Aspects* which were defined by value statements identified as *Criteria.* Both in turn were linked with behavioral descriptions termed *Manifestations.* The following specimen illustrates the format of organization:[9]

[8]Weston, Grace, et al., *Democratic Citizenship and Development of Children.* Detroit Public Schools and Wayne University, Citizenship Education Study, Detroit, 1949, p. 4.

[9]Cleary, Florence, Alice Davis, and A. R. Meier, *Understanding Democracy.* Citizen Education Study, Detroit, 1948, pp. 4–5.

Major category: Dignity and worth of the individual.

Aspect: Sharing in decision making.

Criteria: Pupils should believe that those affected by a decision should share as far as is possible in the making of the decision.

Manifestations: Is there wide participation by pupils in class discussion when plans are being made? How many individuals take responsibility for carrying out plans made by the group? Is there resistance to the idea that individuals should take responsibility for group planning and participation?

Hawaiian Plan. This program evolved from a committee of teachers, principals, and clergymen established to develop a program for released-time religious education. The result was a teacher's guide to moral and ethical values which states the values, describes how children learn these values, identifies the basis for a sound program, and suggests activities for the primary, intermediate, and secondary school levels. Adopting the thesis of E. J. Chave[10] that:

> One acquires moral and spiritual values to the degree that one rises above the animal and mechanistic levels of reactions and functions as an intelligent person, making discriminating choices, setting goals, and working towards chosen ends. One must see widening possibilities, feel significant as a member of society, and find satisfaction in being a creative member of the universe,

the committee organized their objectives under four headings: (1) appreciation of self, (2) social sensitivity and competence, (3) harmonizing of values, and (4) appreciation of man and the universe. The program stresses direct experience, believing that a child must have concrete contact and experience with moral and ethical values in order to adopt them.[11]

Direct experience is to be provided through projects related to the four objectives. Such ideas as initiating junior policemen patrols, planning units as a class, fostering creativeness via artistic materials are suggested as vehicles which provide opportunity for experiencing and learning the desired values.

The San Francisco Plan is described in a guide which reviews available teaching materials such as films, books, and records, and describes successful elementary school practices in citizenship training. The guide reports that democratic principles are stressed every day in the classroom and

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[10]Chave, E. J., *A Functional Approach to Religious Education.* University of Chicago Press, Chicago, 1947, p. 22.

[11]Crooker, F. D., *Moral and Ethical Values in the Public Schools of Hawaii.* Dept. of Public Instruction, Territory of Hawaii, 1949, p. 10.

numerous opportunities are provided for group participation and assumption of responsibility by children at all grade levels.

> They act as chairmen of social studies or reading committees, as discussion leaders in current events; as classroom hosts and hostesses. They give service by performing the monitorial duties in classroom arrangement and procedure that facilitates a healthy, safe, pleasant room. They fix the flowers, pass the paper, sharpen the pencils, or mix the paints.[12]

Each child is encouraged to work cooperatively with others and is praised for doing a job well. Opportunities are provided by teachers for the development of good habits, attitudes, and appreciations, in the following ways: (1) children are allowed to express themselves creatively through various forms of art media; (2) they are given the opportunities to enjoy beautiful music through the radio, phonograph, and trips to concerts and symphonies; (3) trips are taken to art exhibits and museums; (4) the children are made aware of the beauty of the everyday world; (5) they take part in the improvement of their immediate environment; (6) poems, songs, and stories emphasizing desirable character traits are made familiar; (7) their behavior is evaluated according to the group standards of right or wrong; (8) the children are encouraged to recognize and overcome their prejudices, superstitions, and false concepts; (9) the pupils have daily practice in the common courtesies; (10) they share materials and experiences through cooperative enterprises; (11) duties and responsibilities are assumed by different children; and (12) they participate in such drives as the Red Cross, Community Chest, etc., in order to recognize basic needs.

Army and Air Force Plan. In 1951, the U. S. Army and Air Force developed a set of materials on character development for the purpose of instilling ". . . into all the men and women of our armed forces, leaders and led alike, a sense of individual moral responsibility."[13] This was to be achieved by stressing directly and indirectly, the moral principles underlying American freedom. Six pamphlets entitled *Duty-Honor-Country* were published, the first three being sets of detailed lesson plans intended to develop specific character traits such as self-control, courage, ambition, fair play, etc., and incorporate various instructional methods — lecture, motion picture, skits, discussion, charts, and chalkboard. The last three present in textual form such topics as "Man is a moral being," "What do I owe myself," "The spirit of sacrifice," "Our moral defenses," "Marks of greatness," etc.

The Union College Studies in Character Education. A more sophisticated approach to character education is found in the work of Ernest Ligon[14] and colleagues on the Character Research Project at Union College, where

[12] *Building for Democracy in the San Francisco Public Schools.* Elementary School Department, San Francisco Unified School District, San Francisco, 1950, p. iv.

[13] *Duty-Honor-Country.* Departments of the Army and the Air Force, Washington 25, D. C., 1951, series IV.

[14] Ligon, E. M., *An Outline of the Conceptual History of the Union College Character Research Project, 1935–53.* Union College Character Research Project, Schenectady, New York, 1953, p. 27.

attempts have been made to experimentally identify variables affecting character and associated behavior and to apply knowledge of the psychology of learning to these questions.

In one such effort at a Youth Congress in 1956, youths participating in a program of religious education were instructed, under a general theme of learning the principle of vicarious sacrifice, to consider ten of the best attested sayings of Jesus, and to set a learning goal with respect to daily living for each of the ten goals. Following this, four dimensions involving self-understanding were investigated.

1. *Personality Descriptions.* Sixteen personality descriptions were developed. . . . The teen-ager judged whether each of these described him in the past, present or future. He then chose one marked present or future and adapted it to his learning goal.

2. *Learning Theories.* The teen-ager next considered five theories of learning (repetition, insight, readiness, emotional involvement or positive potential) and changed his goal according to the theory which seemed most appropriate for his purpose.

3. *Learning Process.* The choice of a learning purpose (inspiration, deeper meaning, skills, insight, or broadened vision) offered the teen-ager an opportunity to formulate reason for learning.

4. *Learning Techniques.* Finally, the learning techniques (lecture, project, discussion, dramatization, role-playing, or self study) suggested a method through which he might most effectively achieve his goal.

Combining one aspect of each of the four preceding dimensions with the original learning goal, the teen-ager was able to understand how his own personality and specific learning abilities could be utilized more fully when planning for attitude study.[15]

In reviewing procedures adopted by various school systems to promote character education it is apparent that the procedures suffer from two major shortcomings — lack of definition and lack of evaluation. The development of character as an educational objective is akin to the objective of development of knowledge. Until the kind and amount of knowledge expected to be attained is established the evaluation of outcomes is impossible. Similarly with character education, until clearer definition of meaning and evaluation of outcomes is achieved, such programs will have to be accepted on the premise that they accomplish some good purpose and are worth while retaining. Nevertheless it will be a kind of mystical outcome of the educational program. The Union College Studies have attempted to make explicit the conditions affecting character education and to appraise results. One study reported offers some evidence as to the comparative effectiveness of direct and indirect procedures in character education.

Dr. Gene Schwick compared the effectiveness of direct and indirect methods of instruction on "vicarious sacrifice" (acts on behalf of or for the

[15]Conant, Edith, *Learning How to Learn, Adventures in Character Education.* Character Research Project, Union College, Schenectady, New York, 1956, Vol. 13, No. 2, p. 4.

benefit of others) with two groups of boys (N-74) in grades five to eight in the Park School in Indianapolis.[16] The groups were matched on home environments, academic achievement, intelligence test score, sociometric ratings, and behavior ratings on vicarious sacrifice. The measures used were situational tests of behavior given after four months, the experimental group receiving direct instruction, the control indirect.

The results of the study indicate that direct instruction significantly modified overt behavior more than indirect teaching. The amount of change was related to the degree of reinforcement found in the family, e.g. where parental attitudes were similar, where formal religious activity was greater, and where parental interest in the program was greater. Age of subject, intelligence, academic achievement, amount of factual knowledge on right and wrong behavior, and age and education of parents were not related to the amount of change observed.

Allied Youth. An organization designed to help adolescents learn the facts about alcohol and to face the social pressure on drinking, Allied Youth includes character and personality education in its program in an attempt to build the kind of character that will have no need to use alcohol. Claiming 400,000 members, the organization centers its programs around informal and spontaneous group activities and the use of typical dramatized situations somewhat akin to sociodrama, except lacking the spontaneity. For example, one skit consists of a double-date situation in which a girl is faced with the problem of choosing an appropriate course of action when the other couple starts caressing, and she doesn't desire to follow suit. Five possible solutions are presented for dramatic enactment.

The premise underlying the use of dramatic presentation of alternate possibilities of action in typical problem situations is that adolescents will be assisted in handling these problem situations more adequately.

Educational Policies Commission. An indirect approach to the teaching of moral and spiritual values was advocated by the Educational Policies Commission in a program suggested in 1949 which encourages the integration of character education into all aspects of the elementary school program. The Commission[17] believes the following values should be incorporated into the curricula of the American schools:

1. Human personality — the basic value is the inherent worth of every human being.
2. Moral responsibility — each individual should be responsible for the consequences of his own conduct.
3. Institutions are the servants of men.
4. Common consent — voluntary cooperation is essential.
5. Devotion to truth.
6. Respect for excellence.
7. Moral equality.

[16]Schwick, G. L., *Union College Studies in Character Research.* Character Research Project, Union College, Schenectady, New York, 1956, 1, pp. 199–227.

[17]*Moral and Spiritual Values in Public Schools.* Educational Policies Commission, National Education Association, Washington, 1949, pp. 17–29.

8. Brotherhood.
9. The pursuit of happiness.
10. Spiritual enrichment.

According to the Commission the teaching of moral and spiritual values should permeate the entire educational program. Lessons on good character are insufficient to instill the desired values. All the school's resources are needed: teacher interest and initiative, special project, hobbies and clubs, sports, guidance. Religious education is to be encouraged and religious tolerance promoted.

The Palmer Foundation. A grant of $100,000 established the Palmer Foundation in 1946 which employed H. L. Smith,[18] Dean Emeritus of the School of Education of Indiana University to explore the status of character education in the public schools of the country. A comprehensive study identified twenty different methods in current usage in character education in the public schools. Some difficulty occurs in analyzing the procedures because the descriptive categories used fall along different continua. Nevertheless a crude grouping can be made under three headings:

1. Phases of school program being utilized for character education:

   general school environment and school atmosphere
   regular curriculum
   guidance and adjustment program
   homeroom program
   assembly programs
   student government
   extra-curricular program
   special courses in character education

2. Techniques being used:

   appeals to reason, common sense, good judgment
   awards
   posters, cartoons, slogans, proverbs
   visual aids and radio
   projects in class and homerooms
   planned or incidental stressing of traits, ideals, and principles.

3. Types of experiences being used:

   student participation in school affairs learning
   democratic principles and techniques
   student participation in community activities
   intercultural experiences
   special habit-forming experiences
   out-of-school experiences
   formal and informal religious experience
   influence and example of administrators, teachers, and pupils
   group planning

[18]Smith, H. L., *Character Education, a Survey of Practice in the Public Schools of the United States.* The Palmer Foundation, Texarkana, Arkansas-Texas, 1950, pp. 11–18.

A subsequent activity of the Palmer Foundation was an invitational workshop in character education in the summer of 1949 at Clark University to which a group of distinguished educators were invited to prepare a syllabus under the direction of Vernon Jones[19] in character education for teacher training institutions.

The syllabus, in its completed form, consists of eighteen units dealing with character and citizenship training, e.g., school discipline and management, influence of mass media, personality conflict, misconduct and delinquency, etc. Each unit is built around a number of problems to guide the reading, thinking, and discussions of students. A list of suggested readings on each topic is included as well as an extensive bibliography, plus supplementary information for use as source material in group discussion.

The Springfield (Missouri) Program. A significant step in character education was undertaken by a group of approximately 80 elementary and secondary school teachers in Springfield, Missouri, assisted by three members of the staff of the Horace Mann-Lincoln Institute of School Experimentation for a two-year period beginning in 1948. The program resulted from an attempt by a group of teachers "to improve their understanding of their pupils' social values and of how to teach social values in a relatively systematic way."[20] Several premises motivated their work: that (1) attitudes are learned, (2) children's social attitudes in school are largely determined by the forces of school society as the children see them, (3) the code of children's social behavior at school is largely the product of their attempts to keep these social forces in balance, and (4) teachers have a powerful effect on children's social values in school. The result was a program of action research, action in the exploration of the social values and factors influencing them in an ongoing classroom situation and research in the fact that hypotheses were explicitly stated, data were systematically gathered to verify the hypotheses, the reliability and validity of the observational devices were verified, hypotheses were modified and extended on the basis of data, and the relationship between certain conditions within the classroom or school and specific social values of children established.

The research design was far from elegant, as the authors are the first to admit, yet the significance of the study lies in the willingness of the teachers to systematically explore the factors affecting children's social values in the classroom and the validity of their (teachers') assumptions regarding certain character traits. The pattern followed in the study was for a group of teachers in a given school to select certain social values of interest and concern to them and undertake an investigation of them. The values selected by the several faculties included follow-through and group acceptance, independence and initiative, considerateness and aggression, ownership and sharing, and democratic behavior and security. The report of the study provides a working paper by which teachers take action on a behavioral level with regard to the developing social values of

[19]Jones, V., *Character and Citizenship Education.* National Education Association, Washington, D. C., 1950, p. 149.

[20]Foshay, A. W., and K. D. Wann, *Children's Social Values.* Teacher's College, Columbia University, New York, 1954, p. v.

their charges. Some of their findings suggest that (1) verbal participation in classroom planning bears little relationship to the follow-through activities of individual children but that the pattern of human relations is closely related; (2) no aspects of initiative as categorized were closely associated with age or grade level; (3) the pattern of considerate and inconsiderate behavior in a classroom is an expression of existing social structure, the group acceptance of individuals in the classroom depends on a number of consciously recognized prestige factors which are maintained by means of "considerate" and "inconsiderate" behavior, and that the teacher's approval or disapproval is an important contributing factor to the system of aggression and counter-aggression of the classroom; and (4) sharing is not a function of economic status of family but is favorably affected at least on a short-term basis by group discussion.

Evaluation

In appraising the educational value of the several programs of character education described, one is impressed with the lack of systematic evaluation and research in either the laboratory or field.

To be sure, there are a number of generalizations about character development in children which can be made from a review of research in this area. Jones[21] provides a thorough review which supports the following generalizations:

1. A range in moral behavior will be observed in any situation which will vary with the nature of the situation and the motives of the individuals involved.
2. Given character traits do not spring suddenly into being but evolve gradually from the interaction of the child and his environment — a development process consistent with other aspects of child development.
3. Intelligence, level of maturation, sex, and motivational factors affect individual differences in moral behavior.
   a. Although superior intelligence does not guarantee normal or superior character development, intelligence is correlated positively with moral behavior. Intellectually gifted children surpass unselected children in ratings of moral traits, and more so in values related to self-success than values directed to social responsibility.
   b. The moral behavior practiced will vary with age level. Although gains in moral knowledge occur with increases in age, there is indication that aging alone does not produce significant changes in behavior, e.g., children do not naturally outgrow earlier faults or suddenly adopt different behavior patterns.
   c. The sources of the differences in conduct between sexes may be genetic in part, i.e., biological differences reflected in physiological and glandular make-up may be associative factors. Differences in child-rearing practices for boys and girls affect observed differences in conduct.

[21]Jones, Vernon, "Character Development in Children — an Objective Approach," *Manual of Child Psychology* (L. Carmichael, ed.). Wiley, New York, 1954, pp. 781–832.

4. The family is the strongest determiner of children's moral development (r of approximately .50 between parent and child values and prejudices) followed in order by friends, club leaders, and teachers.

5. The mass media such as television, radio, comics, books, and motion pictures affect attitudes and character, although the effects are more pervasive and cumulative, and less readily identifiable than the family, etc.

6. Group membership and group-linked attitudes affect the behavior of children in given situations and the character of children over time provided the group membership is of extended duration.

7. Situational factors affect moral behavior, i.e., inconsistencies in given traits such as honesty and loyalty result from varying influences present in particular situations.

8. Increased ability to use verbalized concepts contributes to increased ability to use and understand generalizations regarding moral behavior and with it a greater consistency of behavior.

As important as this knowledge is it offers little help in the design of educational programs for schools because it describes the association between variables but not the process of the formation of character or the understanding of how to influence it. The lack of data regarding the effects of particular educational programs leaves a considerable gap in our efforts to specify the role of the school. Certainly the rough-hewn efforts at character education, and the lack of appraisal would not be accepted in any other aspect of the educational venture. One can scarcely imagine a language arts curriculum or a social studies, science, language, or mathematics curriculum being so vaguely drawn as the character education programs are, nor accepted without any gauge of achievement. To be sure, the usual measures of academic gains are not applicable, nevertheless data based on observed behavior are available or possible if desired.

Our character education programs have been more a statement of principles and beliefs than definite programs. This certainly is true of the earlier programs which centered around an enumeration of a particular code. In some respects these are not unlike the "Boy Scout Laws." In fact they are of similar vintage. But scouting is essentially a program intended to incorporate the scout laws in practice, and only to the degree that it succeeds in this is it likely to be building character, for the latter requires more than verbal memorization of words.

Certain of the programs reported appear to be less an effort at character education than an attempt to prove that many of the regular classroom activities may be developing character. And here the meaning of character is so broad as to be indefinable.

Several of the plans (Birmingham, Springfield, Mass.) may be thought of as milieu programs, i.e., an attempt to create a total environment which reinforces a given kind of behavior such as courtesy, self-reliance, etc. Although the scope of such programs is so great that evaluation is difficult, the programs are nevertheless consistent with effective principles of learning in attempting maximum reinforcement of particular behavior. The degree of success of these programs is dependent on certain conditions.

The first is the extent to which reinforcement actually occurs in instances of individual behavior, i.e., the behavior leads to satisfaction or need-reduction. Without some degree of drive operating, the particular stimuli associated with the particular phase of character development may be completely overlooked and hence inoperative as an influence. The second condition is the degree to which the milieu is affected by the program, i.e., the behavior patterns (customs) desired become established in the community and direct behavior into given channels.

Only in the more recent programs does one observe the development of programs consistent with the growing body of knowledge on personality development and learning.

The Role of the School in Character Education

If there is validity to the premise that the situations, materials, and experiences must be meaningful if learning is to occur, it applies as much, if not more, to character education as to any other aspect of the educational program. The traditional method of presenting ideals as a series of abstract concepts fails in this respect. In searching for different approaches to the problem the question must be faced of choosing not only means but ends as well.

In the definition of character presented earlier in the paper as being the "ethical aspects of personality or personality considered from the standpoint of some social norm" the conflict of two reference points — the individual and the social — was suggested. The existence of any society is dependent upon its ability to mold the character of its members so that they willingly submit to the mode of life which characterizes the society, so that they want to do what they have to do to satisfy the conditions existing in the society. The child-training program of the Comanche Indians, a warrior society, functioned to produce men who were fearless, aggressive, indifferent to death, and unconcerned with the question of the existence of life after death. Our society, although voicing concern for individuality and happiness as aims of life, stresses the value of industriousness, work, and success, with the result that money, prestige, and particularly power symbolize the "good life." Unlike the Comanche or other less diversified groups, we find ourselves in a state of flux with respect to the virtues to be esteemed. Composed of many social groups of differing ethnic origin, each introducing its universal and unique values into a society caught in a state of rapid transition from agricultural to industrial as a result of the impact of technological changes, we find ourselves trying to reconcile conflicting values. We esteem cooperation and competition, individuality and group conformity, pride and humility, docility and aggression, and obedience and independence. The task of integrating these mutually contradictory dichotomies into some kind of consistent character structure is a formidable task. To make the task more difficult, it appears that we not only avoid any effort to reconcile the conflicts but on the contrary encourage an ambivalence between the bipolarities. The result is a society with a great deal of tension resulting from the conflicting pulls, a dynamic society with dramatic opportunities for inventiveness and change and the expression of genius, yet simultaneously a society with great hazard for individual mental health. Not only are the ambivalences encouraged but also, perhaps as a result of the

Christian ethic since the reformation, the development of guilt feelings in relation to them.

Under such circumstances the role of the school and particularly the teacher would appear undefinable, for the school can scarcely be expected to resolve conflicts which the society wishes to maintain. Even if the reader disagrees with this premise, contending that the conflicts can and should be resolved, it is questionable if the school is the agency to accomplish the task. There are educators who advocate the school's playing a reconstructionist role in our society. However in actual operation, the school is hesitant to undertake such a task and generally prefers to avoid the areas of controversy. In spite of these difficulties and handicaps, a solution may be possible to the problem of determining the school's function in character education. The solution lies in clarifying the school's responsibility in regard to the individual child and understanding the process by which a child acquires his set of values.

The well-being of a democratic society is dependent upon a mature and well-educated electorate. A primary objective of the public schools is to foster the maximum development of each individual, secure in the knowledge that the greater the sum total of the development of individuals the better the society. The aim of the school, therefore, is the unfolding or developing of each child's talents according to the laws of his nature. This would imply that the procedures adopted by any school should serve to increase the range of individual differences rather than reduce them. To be "good" is not merely to be obedient, and "bad" to be disobedient or rebellious. Virtue lies in becoming oneself without injury to others or denial of equal privilege to others. In this context the school's role is more of a stimulator, encourager, and arbiter than prescriber or director.

The second consideration is the process by which children acquire their value systems. Children acquire their values gradually and obliquely — through absorption more than precept, through experience, imitation, and relationships more than by words. Young children have a language of feeling. Their language of words, understandings, and concepts is limited. Their values and character develop through the slow accretion of everyday events and contacts over the entire range of childhood. Part of this occurs in school, a great deal comes from other children, parents, and adults. Some comes from books, magazines, radio, and television. To assume that a child's character is completely formed by age six is to deny the significance of friendship, of childhood and adult heroes, of love, and of thought in the formation of character and ideals. The school and the teacher has a unique opportunity to influence the growth of values and character. But the success of such influence lies less in the instruction than in the provision and management of experience. It is not the words which shape a child's character but the emotions and feelings he experiences.

Among the most powerful motives of childhood is the desire to be loved and supported by significant adults. The child's need for affection and approval when he begins school is much greater than his desire for mastery, achievement, or independence. Parents and teachers are significant adults in the lives of children. Not only do they serve as models but, more vital, the child knows he must act in ways which gain their approval if he is to have his needs for affection satisfied. Simultaneously, several other sequences of development are in process. Between the ages of three and

five, children make their first attempts at sociability and play with others. These first efforts at social play and subsequent mutual cooperation, the developing of the first friend, and emotional attachment to a person not belonging to the child's family, which is to flower ultimately into group membership and identification, find the child by seven or eight ready to learn the values of fair play, giving everybody a chance, and reaching decisions through group discussion. By ten or twelve the child's moral world expands to include good citizenship, rudimentary social justice, responsibility to the group or gang. During all of this time he has begun the process of incorporating into his character some of the qualities and assumptions underlying the behavior of characters with whom he identifies. First from television, then from stories, he learns how people do behave and how they ought to behave. From television he may learn that the use of force is justified, the imposition of one's will on others vindicated, if it is the "good" guy who does it. If a boy, he may learn that success at all costs is to be desired; if a girl, that woman's lot is an unhappy one and not to be anticipated if all the unhappy heroines on television are a measure of what the future holds. Stories escape the stereotypes of television. They present a wider range of personality and a greater diversity of situation, experience, and human feeling. The slower pace of development is better suited to the child because he can feel the step-by-step development of the character of the story over days and live with it, even though in imagination, rather than having it telescoped into a half hour television drama complete with commercials.

At the same time the child is slowly developing concepts and understandings of interpersonal and moral relationships. He is developing a capacity to frame these in words, and to use words to describe his experience, not only at the concrete level but also at the abstract and emotional level. Adults commonly overestimate the child's capacity in this area. This child has hazy ideas of time and space, of cause and effect, of the nuances of human feelings and human relationships. It is easy to sense approval, but difficult to identify rejection or hostility, and nearly impossible to ascertain the causes for the latter. We develop so many amenities for disguising or concealing our negative feelings that it is difficult for experienced adults to gauge another's feelings for him when they are not positively oriented. The child, limited by his lack of knowledge and experience, has no base for analyzing emotions and interpersonal reactions, nor is he prone to do so. How many of us, even as adults, know how it feels to be discriminated against because of skin color? How, then, can the child be expected to have clear understandings in the area of interpersonal and moral relationships? Abstract discussions of honesty and loyalty have little impact on children's understandings if they are not related to specific situations, such as breaking rules in games. Nevertheless, in spite of the slower rate of development of the abstract verbal concepts, they formulate the basis for generalizing from the specific situation to standards of behavior for a wide range of situations.

Finally the imaginative capacities of the child acquire significance in his character development. As he matures he learns to distinguish between fantasy and reality, and having made the distinction, he can use imagination. He can project himself into the role of the hero of a story and vicariously live through the experiences. He can experience power, strength, cruelty, sorrow, kindness, tenderness. He can explore a range

of actions and experience denied him in reality. He can use his imagination to cast ahead in time to visualize his actions in conjectured situations. He can relive experiences and create different endings. His imagination becomes an instrument for expanding beyond the walls of his life and visualizing himself as he might be.

In this stream of experience there is much that the teacher can do to direct the flow of events and channel the forces which help shape character. Four phases of the relationship of teacher to pupil come to mind. The first requires observation of self and discipline of self by the teacher, for it concerns her use of reward and punishment, praise and blame, approval and disapproval. A child acquires a sense of good and bad before he ever analyzes the difference through reason. He develops a set of values, of right and wrong, from the approving and disapproving actions of important people in his life. A mother's frown, a father's scowl, the pursed lips of the teacher are sufficient to indicate that some enterprise or action is bad. In school, good becomes that for which one is praised and bad that which is punished or reproved. Teachers need to pay close heed, not only to what actions they approve and disapprove, but whom they praise or punish, and with what frequency. It is easy to lapse into a disapproval of behavior that is merely different, and it is easy to punish behavior which runs contrary to or interferes with the ends desired by the teacher, however consistent with child needs or interests, with the result that individuality and disagreement with authority, of and by itself, becomes grounds for disapproval. This is not to be construed as advocating an undisciplined and indulgent approach to children, rather that the children are not means serving teacher ends.

If a teacher were to observe which children receive her approval and in what frequency with regard to what behavior, it would be rare not to observe inequalities that are quite marked. Again a warning that justice does not lie in uniformity of action, merely that failure to receive approval from significant adults exerts intense emotional pressure on children and prevents their fulfilling their talents. Finally the behavior and conduct that is approved through the reward system of the teacher is worthy of note, for such conduct is likely to be incorporated into the behavior patterns of children, or, when rejected, become the basis for rebellion against adult dictates. Is helpful, constructive, cooperative behavior encouraged or competitive, winner-take-all behavior? Is submission expected, either to the teacher or to the group, or are individuals encouraged to have and to allow differences between one another? Only by stopping to look at oneself and check actual behavior, can a teacher identify *the values he is emphasizing in practice* in contrast to those to which he pays lip-service. The Springfield, Missouri plan illustrates how teachers paying systematic attention to patterns of behavior in the classroom, can exercise a significant influence in shaping the direction and patterns of children's behavior. This approach to character development has the advantage of specificity, in that a single aspect or two of behavior is identified, such as considerateness, and specific steps taken to identify environmental factors influencing the adoption of such behavior by the children and the steps that can be taken to facilitate it.

The second phase of teacher relationship to pupil associated with character education is the teacher influence on group attitudes. In small

groups, the standard of behavior accepted in the group molds the behavior of the members of the group, at least as long as they are together. While the permanence of such effects is dependent upon the length of time a group is together, the school group is often one lasting over a considerable period of time and hence of considerable import for development of the individual. The development of skill in the leadership of children's groups has been a neglected area in the training of teachers. Preparation of materials for purposes of learning is much further advanced than preparation of individuals, and treatment of groups is even more rudimentary. Yet the significance of this phase of classroom management is great as far as the personal and social development of children is concerned.

The third aspect of the classroom program affecting character development in children lies in the selection of materials which can provide children with models for identification and suggestions for appropriate indications of what ought to be. While it may be important to have books available in the classroom having appropriate vocabulary levels, it is more important to have reading materials which provide models (the word model is intended to mean different types, not the ideal) for children's behavior. To select such materials, means that a teacher must be sensitive not only to the general developmental problems characterizing a given age level, but also the difficulties and problems being experienced by given children. Hence an intimate understanding of children is required, not only of the group but of individuals as well, in order to select suitable materials. The remainder of this publication is a guide to printed and filmed materials, classified according to topic, which may be of assistance to a teacher in selecting material suitable to individual and group needs in character education.

A final aspect of the educational program through which the teacher affects character development lies in the procedures adopted to foster understanding and concept development in children. As children mature in their intellectual capacity, they are able to verbally express their understanding of situations and grasp the more subtle shadings of interpersonal relationships and moral conduct. Part of the ability to form abstract ideas comes from sheer growth in mental power, part in breadth of experience. The specific experiences of children's lives, the books and films they encounter, and the shared experiences of others provide the grist whereby children acquire the understanding of the meaning of loyalty, honesty, cooperation, and other traits, and their functioning and application to life situations. Open exploration through discussion, sociodrama, role-playing, and other techniques of real experience will promote the development of a set of values functional in the life of the children, rather than an abstract, verbal, moral code viewed as unrelated to life itself.

ANNOTATED BIBLIOGRAPHY OF BOOKS, FILMS, AND FILMSTRIPS RELATING TO CHARACTER EDUCATION

The following annotated bibliography is intended to serve as an aid to educators in their work of character education, particularly at the elementary school level. It is a selective compilation of available materials in the field.

Organization. This section is organized to provide convenience for the use of the materials. The reading series are listed according to publisher, in alphabetical order. Library books are listed by author name with annotation, price, year of publication and other data included to facilitate location and purchase of books. An index at the end lists books according to dominant trait emphasized permitting identification of books in relation to a particular facet of character. Films and filmstrips are by title according to manufacturer, in alphabetical order. An index does not follow the films and filmstrips since the content is apparent from the title in most instances, and from the annotation.

Explanation of Code. Each book is followed by a code number which stands for the catalogue giving the annotation. C1 refers to the *Bibliography for Children*, 1954 edition; C2 the *Adventures With Books*, 1955; C3 *The National Council of Teachers of English List for Junior High School*, 1954; C4 *Recommended Children's Books*, 1955; C5 *Journal of Education*, Dec. 1956; C6 *Junior Library Books Selected for Schools*, 1954; C7 *Patterns in Reading, American Library Association*, 1954; C8 *A Basic Collection of Books for Elementary Grades, American Library Association*, 1956. These catalogues can be found in the children's book section of most libraries.

American Book Company, 55 5th Avenue, New York 13, N. Y.

Leavell, Ullin W., Mary Louise Friebele, and Tracie Cushman, *The Modern McGuffey Readers*, Golden Rule Series.

The development of moral, spiritual, and human relations values is stressed in this series without "preachiness." The names of the books in the series are as follows:

Open Windows, grade one level of reading, 192 pp.

Open Doors, grade two level of reading, 224 pp.

Open Roads, grade three level of reading, 256 pp.

Paths to Follow, grade four level of reading, 288 pp.

Frontiers to Explore, grade five level of reading, 320 pp.

Widening Horizons, grade six level of reading, 320 pp.

American Heritage Series

Latham, Jean Lee, *The Story of Eli Whitney.*

The spirit, faith, and genius of Eli Whitney, who traveled a long, hard road before creating the tools that revolutionized America, will inspire every young American.

Angell, Polly, *Andy Jackson.*

Andy Jackson serves as an example of courage for every young child to follow. His Presidency marked the beginning of true democracy in this country when this "man of the people" was chosen by the people to lead this great country.

Latham, Frank B., *The Law or the Gun.*

Alexander Doniphan established a basic rule of law in the 1830's when he defended the peaceful Mormons from the angry settlers who tried to drive them away.

Lane, Frederick, *The Magnificent Mariner.*

Readers will be inspired by the famous words of John Paul Jones, "I have not yet begun to fight." This cry of defiance in the face of insurmountable odds made him a memorable figure who refused defeat.

Allyn & Bacon, 41 Mount Vernon St., Boston, Mass.

Searles, Anna Hawley. This series contains three books.

The books in this series are instructional and present life problems, the solutions of which emphasize good character traits to emulate.

Fun to be Alive, fourth grade level.

Time to Live, fifth grade level.

Living All Your Life, sixth grade level.

Bobbs-Merrill Publishing Co., North Meridian St., Indianapolis 7, Indiana.

Childhood of Famous Americans Series

The books in this series are in school edition form. A select few which have a stronger element of courage or example to follow have been selected from the much larger list of books which make up this series. They are largely fourth grade reading level. The catalogue price is $1.48; the net school price is $1.11.

Stevenson, *Frontier Boy.*

The story of Abraham Lincoln, frontier boy and United States President.

Wagoner, *A Girl of Colonial Days.*

This is the story of Abigail Adams.

Guthridge, *Boy Inventor.*

This is the story of Thomas Edison.

Howe, *Kansas Girl.*
This is the story of Amelia Earhart.

Stevenson, *Ambitious Boy.*
The story of Booker T. Washington.

Stevenson, *Printer's Boy.*
This is the story of Benjamin Franklin, inventor, diplomat, and patriot.

Stevenson, *Boy Scientist.*
This is the story of George Washington Carver, an outstanding Negro educator and scientist who was born of slave parents and spent his youth in labor and sacrifice to attain the education he desired, and later struggled to improve the conditions under which his people live.

Stevenson, *Girl Patriot.*
This is the story of Molly Pitcher, an American Revolutionary heroine who is said to have discharged the last gun fired against the British at Fort Clinton. When her husband was killed in action she continued to fire his cannon until the close of the action.

Stevenson, *Boys with Wings.*
This is the inspiring story of Wilbur and Orville Wright.

Seymour, *Brave Girl.*
This is the story of Pocahontas, the Indian maiden who is said to have saved the life of John Smith who was at the mercy of her tribesmen.

Van Riper, *Boy of the Sand Lots.*
Sports lovers will enjoy this story of Lou Gehrig.

Weil, *Boy of the Four Freedoms.*
This is the story of Franklin D. Roosevelt, the man who was our thirty-second President.

Beckley-Cardy Co., 1900 North Narragansett, Chicago 39, Illinois.

The books in this series are recommended for the first six grades and are designed to develop patterns of citizenship. A 25% discount is allowed on class orders.

School and Play, $1.60, Primer.
In this book, family relationships, good health, and safety habits are stressed.

We Live and Grow, $1.68, Grade 1.
This book emphasizes the development of proper habits and attitudes for home and school.

Making Friends, $1.80, Grade 2.
The interdependence of people is stressed in this book.

Sharing Together, $1.84, Grade 3.
The plot of this book focusses on living together at home, in school, in the community, and around the world. It aims at the development of appreciation of our heritage by the readers through an introduction to the past.

Ourselves and Others, $2.04, Grade 4.
This book focusses on the values of living together.

Richer Living, $2.04, Grade 5.
A background for living today is provided through stories of yesterday. The theme stresses how to live richly in an expanding community and social environment.

Knowing Our World, $2.04, Grade 6.
How people affect each other's lives, occupations and well-being is well told in the stories of this book.

Follett Publishing Co., 1010 West Washington Boulevard, Chicago 7, Illinois.

Primary Social Studies Series
The emphasis in this series is how to live happier in the home, school, and community.

Billy and His Family, Code 15010, $.50, Readiness.
The plot of this story is centered around family work and play.

Billy and His Friends, Code 15020, $1.20, Grade 1.
This book acts as an aid to acquainting the teacher and her children while stressing ideals of behavior and new concepts of living together.

Billy Goes to School, Code 15030, $1.60, Grade 1.
This book encourages adjustment to other children, harmonious family relationships, better adjustments in community and school.

Working Together, Code 15160, $2.10, Grade 3.
This book attempts to show the child how the basic human needs of people are met.

Good Sportsmanship Series, written by Cary Jackson.

Shorty Makes First Team, $2.80, Grades 4–8.
This book, while being a good basketball story, is filled with examples of good character.

Shorty at the State Tournament, $2.80, Grades 4–8.
This book, while stressing the value of being one of the "team," portrays the awkwardness of a boy growing up.

Lippincott Co., 333 West Lake St., Chicago, Illinois.

Time to Read Series
Human relations and personal adjustment are emphasized in this series.

Making Friends, $1.68, Book 1.
Most of the emphasis in this book is placed upon the adjustment to making new friends.

Leaf, *How to Behave and Why*, $3.00, Grades 1–5.
This book makes an interesting presentation of the reason for manners.

Allen, Briggs, *Behave Yourself*, $3.00, Grades 6–up.
The values of good behavior versus poor behavior are presented interestingly in this book.

Allen, Briggs, *If You Please*, $3.00, Grades 6–up.
This book shows the value of a little extra courtesy.

Laidlaw Brothers, Summit, New Jersey.

The books in this series are written to aid in the development of moral awareness, spiritual values, and the desire to be good citizens. They are specially designed to bridge the gap between the basal reader and good children's literature. The entire list of books is on the elementary level. A 25% discount is allowed for school purchases.

The following list of books stress love and loyalty to family, home, and country.

Jack Jouett's Ride
Modern Pioneers
Master of the Sea
Independence Bell
All Americans
How They Saved the Fort
Pioneer and President
The Boy Who Saved a Regiment
The Choice
Stories of Independence
Master of Music
A Message for Washington
The Flag
Adventures of a Fire Fighter
The Soldier Who Loved Peace
A Tube of Antitoxin

The following list of books stress the satisfaction of achievement.

A Boy in India
A Great Child Musician
The Runt Comes Through
The Magician of Love
The Boy Who Climbed the Church Steeple
The Way to School
The Training of a Clown
Dreamer and Admiral
The Search for the Beautiful
The Little Boy Who Loved Trees
The Girl Who Liked to Play Nurse
The Prize of the Tapestry Weavers
Master of the Sea
The Story of Steel
All Americans
Flight to Hawaii

The Macmillan Company, 60 5th Ave., New York 11, New York.

The books in this series stress how to live better within your home and your community, with your friends, and how to be better citizens.

Living Together at Home and at School, Grades 1, 2, 3, $1.35.

Living Together in Town and Country, Grades 1, 2, 3, $1.44.

Living Together Now and Long Ago, Grades 1, 2, 3, $1.74.

Living Together Around the World, Grade 4, $2.04.

Living Together in the Americas, Grade 5, $2.76.

Living Together in the Old World, Grade 6, $2.76.

School Friends, Grade 1, $1.35.

Enjoying Our Land, Grade 2, $1.65.

Your Land and Mine, Grade 3, $1.80.

Toward Freedom, Grade 4, $1.86.

Pioneering in Democracy, Grade 5, $2.01.

The Way of Democracy, Grade 6, $2.10.

William Morrow & Co., 425 Fourth Ave., New York 16, New York.

The books in this series deal with problems of every day living.

Beim, Jerrold, *Kid Brother*, K to Grade 3, $2.00.
This is a simply written story involving real problems in older-younger children relations.

Beim, Jerrold, *Mister Boss*, K to Grade 3, $2.00.
A boy learns home responsibility when his parents allow him to be in command of the household for a day.

Beim, Jerrold, *The Smallest Boy in the Class*, Grades 1 and 2, $2.00.
A little boy learns that bigness is not always measured in inches.

Beim, Jerrold, *Swimming Hole*, Grade 1, $2.00.
The new boy refused to go in swimming with anyone who was colored until he learned that color doesn't matter.

Beim, Jerrold, *Thin Ice*, K to Grade 3, $2.00.
The value of knowing how to read is discovered by a little boy in quite a dramatic way.

Bothwell, Jean, *Little Flute Player*, Grades 1–4, $2.50.
This is the story of a ten-year-old boy in India who kept his family alive in time of famine.

Friedman, Frieda, *Carol From the Country*, Grades 1–4, $2.50.
Carol did not find happiness in her new home in New York until she learned to make friends with the neighborhood girls and boys.

Johnson, Margaret S., *Snowshoe Paws*, Grades 1 & 2, $2.25.
A kitten who had been sent away from home because of his mischievous behavior earned the right to stay by his good home behavior.

Sugarman, Tracy, *The Boy on Lincoln's Lap*, K to Grade 3, $2.00.
This book stresses good citizenship and respect for public property. Many illustrations are included.

Woolley, Catherine, *Two Hundred Pennies*, Grades 1 & 2, $2.50.
Little David learns self-reliance by saving 200 pennies to help buy an electric train.

Woolley, Catherine, *Ginnie Joins In*, Grades 1–4, $2.50.
This is the story of Ginnie's summer at the lake and how she overcame her shyness.

Oxford University Press, 114 5th Ave., New York.

Eyre, Katherine Wigmore, *Spurs for Antonia*, Grades 4–6, $3.00.
This is the story of a little girl named Antonia who learns that she doesn't have to be a boy to earn her spurs through courage.

Liang, Yen, *Tommy and Dee-Dee*, K and Grade 1, $1.50.
This story fosters the understanding of others by this example set by two little boys who were half a world apart.

Robinson, Gertrude, *Spindleshanks*, Ages 10–12, $3.00.
This is the story of a boy in the early days of the American Revolution and how he meets and conquers not only the enemy but also his own fear and physical handicap.

Sprague, Rosemary, *A Kingdom to Win*, Upper Grades, $3.00.
A Viking hero learns that he must govern himself before he can govern others.

Sigagaard, *Nils All Alone*, Elementary Grades, $1.75.
This story deals quite effectively with the problem of selfishness.

Scott Foresman & Co., 120 East 23rd St., New York 10, New York.

This series stresses group living which helps children to understand social relationships and to grow in social behavior. The authors of the books in the series are Hanna, Hoyt, Potter, Gray, Kohn, Quillen, Sears, and Krug.

At Home, $1.02.

At School, $1.05.

Tom and Susan, Primer, $.96.

Peter's Family, Grade 1, $.99.

Hello David, Grade 2, $1.11.

Someday Soon, Grade 2, $1.26.

The following series of books stress health and personal development. This series is written by Gray, Bauer, Montgomery, Shacter, and Jenkins.

Happy Days With Our Friends, Grade 1, $.96.

Good Times With Our Friends, Grade 1, $1.02.

Three Friends, Grade 2, $1.11.

Five in the Family, Grade 3, $1.17.

The Girl Next Door, Grade 4, $1.29.

You, Grade 5, $1.41.

You and Others, Grade 6, $1.47.

You're Growing Up, Grade 7, $1.56.

Introduction. — The following annotated bibliography of library books can be of assistance to the teacher when she is ordering books for her classroom. The books are listed according to the author's name.

Allstrom, Elizabeth, *The Singing Secret.* Macmillan, New York, 1955.
A series of ten missionary stories based on true incidents of children in foreign lands who learn the story of Jesus in many different ways at work, play, and worship. Large type, attractive format, and pronunciation glossary of foreign words. $2.00, primary grades. C4

Anderson, Clarence W., *Blaze and Thunderbolt.* Macmillan, New York, 1955.
Young boy and his pony, visiting the West, tame a beautiful, wild horse. $2.50, primary grades. C5

Anderson, Clarence W., *The Crooked Colt.* Macmillan, New York, 1954.
The perseverance of a brave little colt and the loving care of those who believed in him, helped him to overcome his handicap. $2.00, primary grades. C2

Anderson, Mildred, *A Gift for Merimond.* Oxford, New York, 1953.
Merimond was given the gifts of good disposition and power. After many ludicrous adventures these gifts are withdrawn and he learns the joy of working to achieve his success. Illustrations by J. Paget Fredericks. $2.50 C2

Appel, David, *Commanche.* World Publishers, New York, 1951.
An historical novel about the strife between the American cavalry and the Sioux, told from the point of view of the plains-hardened horse, Commanche, who was the only creature to come out alive. $1.00, primary grades. C5

Archibald, Joe, *Double Play Rookie.* Macrae, New York, 1955.
A minor league baseball star learns that it is better to play as a teammate than to play for oneself. $2.75 C5

Archibald, Joe, *Fullback.* Macrae, New York, 1955.
A college football player turns professional in an attempt to measure his courage and ability. $2.75, intermediate. C5

Arnold, Eliott, *Broken Arrow.* Little-Duell, New York, 1954.

Young readers' edition of the classic novel of the Southwest Blood Brother; a true story told in fictional form, of the remarkable friendship between the Indian chief and an American scout. $3.00, primary grades. C6

Aulaire, Ingri and Edgar, *Columbus.* Doubleday, New York, 1955.

Thrilling life of the great explorer from his boyhood in Genoa to the voyage of the discovery of America, and the search for Asia and his second, third, and fourth voyages. $3.00, intermediate grades. C2

Austin, Stephen F., *Wilderness Pioneer.* Follett, New York, 1953.

This is the story of a selfless and untiring patriot, and of a stirring and heroic life. $3.60, junior high. C8

Avery, Kay, *All for A Horse.* Crowell, New York, 1955.

Tom wanted a sleek, shining, sorrel horse more than anything in the world. This wholesome, thoroughly convincing story with a touch of suspense and humor will be enjoyed by boys and girls. As he laboriously accumulated money for his horse, Tom encountered bitter experiences in getting along with other people and in locating the right horse. $2.50, intermediate grades. C4

Ayrne, Marcel, *The Wonderful Farm.* Harper, New York, 1951.

This wonderful French farm has talking animals and strange things happen to the two mischievous little girls who live there. $2.50, primary grades. C1

Bailard, Virginia and McHoun, Harry C., *So You Were Elected.* Macrae, New York, 1951.

Description of the responsibility of leadership and the duties of the main officers of a club with specific information on how to cope with various affairs. $3.75, junior high grades. C8

Baker, Charlotte, *Kinnery Camp.* MacKay, New York, 1951.

A lumbering story of the deep Oregon woods in which Jeff and Joe prove to the boss that a camp is a good place for boys to live. $2.50, intermediate grades. C1

Baker, Nina Brown, *Big Catalogue.* Harcourt, New York, 1956.

In the 1870's Montgomery Ward successfully introduced a mailorder business in which farmers had confidence. $2.75, intermediate grades. C5

Baker, Nina Brown, *Nickels and Dimes, The Story of F. W. Woolworth.* Harcourt, New York, 1954.

This success story of a poor farm boy who built a merchandising empire makes an absorbing story. $2.50, intermediate grades. C6

Baker, Nina Brown, *Sir Walter Raleigh.* Harcourt, New York, 1950.

Well-written account of a colorful explorer and founder of an early American colony. $2.75, junior high. C2

Baker, Nina Brown, *Texas Yankee: The Story of Gail Borden.* Harcourt, New York, 1955.

Tenacity and perseverance are portrayed in the biography of the man who made a business success of condensing milk. $2.50, junior high grades. C4

Balch, Glenn, *Indian Saddle Up.* Crowell, New York, 1953.

Story of the crippled Comanche boy who, in the early 18th century, was the first American Indian to ride a horse, bringing to his people a new way of life. $2.75, intermediate grades. C5

Balch, Glenn, *Squaw Boy.* Crowell, New York, 1952.

Good outdoor story of a city boy who lacks confidence until various circumstances force him to spend a winter in the deep wilderness with an Indian boy. He learns self-reliance, meaning of friendship, ways of nature and Indian life. Illustrations by Paul Valentio. $2.50, intermediate grades. C2

Balch, Glenn, *Wild Horse Tamer.* Crowell, New York, 1955.

A wild black stallion is taken from his range, but with the help of a young Ben and Dixie returns after much travel. $2.50, intermediate grades. C5

Ball, Elsie, *George Washington, First President.* Abingdon, New York, 1954.

Washington's boyhood, his adventures as a skillful surveyor and daring soldier, his life as legislator, general and president, in an accurate and interesting biography. Illustrated by Manning de V. Lee. $1.50, primary. C6

Bannon, Laura, *Burro Boy and His Big Trouble.* Abingdon, New York, 1955.

This amusing story of a burro boy who had his own way to make in the world. $1.50, primary grades. C4

Bannon, Laura, *Hat For A Hero's Way.* Whitman, New York, 1954.

Pablo earns a new man-style hat by his bravery in facing a fierce bull. $2.75, primary grades. C5

Bannon, Laura, *When the Moon Is New.* Whitman, New York, 1953.

Rainbow Juniper, a Seminole Indian child, has been promised a surprise "when the moon is new." Much to her delight, but far from her guess, it turns out to be a baby brother. $2.75, intermediate grades. C1

Barnum, Jay Hyde, *Little Old Truck.* Morrow, New York, 1953.

Children will applaud the adventures of a humble old pick-up truck who saves the day when a huge, shiny truck is stuck in a storm. $2.00, primary grades. C5

Bauer, Helen, *California Mission Days.* Doubleday, New York, 1951.

The history of California missions. The courage of the early padres, what makes each mission famous: photographs. $3.00, primary grades. C5

Beatty, Hetty, *Droopy*. Houghton, New York, 1954.
A mule, known for his stubbornness, shows his bravery when Joe the farm boy almost drowned in the old swimming hole. $2.50, primary grades. C2

Beers, Lorna, *The Crystal Cornerstone*. Harper, New York, 1953.
The misery of war contrasted with the marks of greatness in the relations of General Washington with his soldiers. $2.00, junior high school grades. C3

Beim, Jerrold, *Laugh and Cry*. Morrow, New York, 1955.
Emotions and how they work are simply but effectively discussed. The text is aimed at self-control but there is no preaching. $2.00, primary grades. C2

Beim, Jerrold, *Laugh and Cry: Your Emotions and How They Work*. Morrow, New York, 1955.
Book defines such emotions as anger, fear, love, and joy. $2.00, junior high school. C4

Beim, Jerrold, *The Boy On Lincoln's Lap*. Morrow, New York, 1955.
This book has a theme of good citizenship and respect of public property. $2.00, primary grades. C4

Beim, Jerrold, *Thin Ice*. Morrow, New York, 1956.
Being able to read helps Lee to save his younger brother. $2.00, primary grades. C5

Bell, Margaret E., *Kit Carson, Mountain Man*. Morrow, New York, 1952.
Kit Carson became a symbol of courage and adventure as explorer, fighter, and rider for the Pony Express. $2.00, junior high grades. C3

Bell, Thelma H., *Yaller-Eye*. Viking, New York, 1951.
Randy, who lives in the Carolina mountains proves that his cat is a worthwhile animal. $2.00, primary. C1

Bemelmans, Ludwig, *Parsley*. Harper, New York, 1955.
A pine tree saves the life of his lifelong friend, the stag. $3.50, primary grades. C5

Benary, Isbert Margot, *Rowan Farm*. Harcourt, New York, 1954. $3.50, junior high school grades. C3
Cooperation, perseverance, courage and resourcefulness, are displayed by the displaced family who lives in a railroad car in Germany. The father, recently released from a Russian prison camp, finds the strength to practice medicine again while his wife sews, his son works and his daughter helps as a stablemaid.

Bennett, Anna, *Little Witch*. Lippincott, Chicago, 1953.
Minikin Snickasnee, little daughter of a witch, craves schooling and other things associated with normal children. When she disobeys her mother and goes to school, complications set in. $2.50, intermediate grades. C2

Bennett, Mabel, *The Hidden Garden.* Doubleday, New York, 1955.

A moving story about a refugee girl in a slum tenement where many nationalities live. Her work to clear space for a garden and her faith in herself and others are inspiring. $2.75, intermediate grades. C2

Berman, Rhoda, *When You Were A Little Baby.* Lothrop, New York, 1954.

Big brother and sister will learn what they were like when they were little, and look forward to seeing the new baby in the family. $2.35, primary grades. C6

Bialk, Elisa, *The Colt Of Crippled Creek.* World Publishers, New York, 1953.

Clint shows his resourcefulness by working out a plan for raising money for a school building program. $3.00, junior high school grades. C3

Berey, Mary, *Manners Made Easy.* Macrae, New York, 1954.

Modern, practical and specific information for children emphasizing kindness and consideration as the basis for good conduct. $3.00, junior high school grades. C8

Bishop, Claire Hutchet, *All Alone.* Viking, New York, 1953.

Two shepherd boys in France who have each been specifically instructed to "pay no attention to your neighbor's business — that's his worry, isn't it?" find that working together is not only more pleasant but essential to one's existence. $2.50, junior high school grades. C1

Bishop, Claire Hutchet, *Twenty and Ten.* Viking, New York, 1952.

A poignant account of twenty French children who kept in hiding ten Jewish children so that they were not overtaken by the Nazis. $2.50, junior high school grades. C1

Blackburn, Edith, *One Bit Of Land.* Dutton, New York, 1955.

Paco and his Mexican-American family work strenuously to keep together the run-down ranch that they inherit. This "American Heritage" story of how they succeed in making their ranch and themselves a part of the community is told with sympathy and understanding. $1.75, intermediate grades. C4

Bleeker, Sonia, *The Apache Indians: Raiders of the Southwest.* Morrow, New York, 1951.

A scholarly account of Apache customs, daily life and history. The author has also written books about the Cherokee, Chippewa, Crow, Delaware, Pueblo, and Seminole Indians. $2.25, primary grades. C5

Blough, Glenn O., *Lookout For The Forest.* Whittlesey, New York, 1955.

Excellent conservation story showing the work of foresters, rangers, lumbermen, and ordinary citizens in taking proper care of wooded areas. A visit to the firewarden's tower and the spotting of a fire add drama to fact. $2.25, primary grades. C4

Bonner, M. G., *How To Play Baseball.* Knopf, New York, 1955.

Team spirit and cooperation are continually emphasized in this book which also stresses the desirability of learning to play all positions. $2.00, junior high school grades. C5

Bowen, Betty M., *One Against The Sea.* Longmans, New York, 1954.

An exciting story of an American boy who had to make his way in England against the odds of poverty and misunderstanding. $2.75, junior high school grades. C2

Boylston, Helen D., *Clara Barton, Founder Of The American Red Cross.* Random, New York, 1955.

The thrilling story of a courageous woman who organized nursing on the battlefields of the Civil War. $1.50, junior high school grades. C2

Brink, Carol Ryrie, *Family Grandstand.* Viking, New York, 1952.

Family story of a mid-western university professor's resourceful children and their neighbors. $2.50, intermediate grades. C2

Brown, Bill and Rosalie, *The Forest Fireman.* Coward, New York, 1954.

An accurate description of the work of forest fire fighters and the devastation to the forest life when a fire comes. $2.00, primary grades. C2

Brown, Harriet McCune and Joseph F. Guadagnolo, *America Is My Country: Heritage Of A Free Country.* Houghton, New York, 1955.

Much information about the United States designed to foster patriotism and good citizenship. Includes the meaning of being an American, symbols of our democracy, documents of freedom. $2.88, intermediate grades. C8

Brown, J. M., *Daniel Boone: The Opening Of The Wilderness.* Random, New York, 1952.

An exciting account of the scout who faced both Indians and cruel whites with bravery. $1.50, intermediate. C5

Brown, Margaret Wise, *The Little Fir Tree.* Crowell, New York, 1954.

A beautiful Christmas story of a fir tree and a boy, and of hope and love. Told in simple language and colorful pictures. Illustrated by Barbara Cooney. $2.00, primary grades. C6

Brown, Margaret Wise, *Little Frightened Tiger.* Doubleday, New York, 1953.

A nervous little tiger, discovering that others know fear too, gains confidence. $2.50, primary grades. C5

Brown, Marion Marsh, *Broad Stripes, Bright Stars.* Westminster, London, 1951.

This is the life story of Francis Scott Key; the author includes other early American personages such as Washington, Jefferson, and Madison. $2.75, intermediate grades. C4

Brown, Paul, *Silver Heels.* Scribner, New York, 1951.

A story of a pony and his outdoor-loving owners. Other books by the same author that encourage animal love are: *Pony Farm, Pony School, Crazy Quilt, Circus Pony.* $2.50, intermediate grades. C1

Bryant, Bernice, *P's And Q's For Boys And Girls.* Bobbs, New York, 1953.

Simple language and lively illustrations by Ruth Ruthman make this book appealing to young children. $2.50, intermediate grades. C2

Buck, Pearl S., *The Beech Tree.* Doubleday, New York, 1955.
Sensitively handled story of Mary Low who overcomes adult opposition to her elderly grandfather's living in their home. A unique approach to the needs of the aged. $2.50, intermediate grades. C2

Buckly, Peter, *Luis Of Spain.* Watts, New York, 1955.
Appreciation for the customs and people of Spain is fostered by the story of this boy who tells of his life, work, and play in his native land. $2.75, intermediate grades. C4

Buff, Mary and Conrad, *The Apple And The Arrow.* Houghton, New York, 1951.
About the historical tale of William Tell, his son Walter, and the heroic fight of thirty-three men for the freedom of Switzerland. $3.00, intermediate grades. C5

Bulla, Clyde, *The Poppy Seed.* Crowell, New York, 1955.
Pablo displays neighborliness and good-will when he shares his poppy seeds to bring beauty to the arid valley in which he lives. $2.75, intermediate grades. C2

Bulla, Clyde, *Song of Saint Francis.* Crowell, New York, 1952.
A simple biography of Francis of Assisi, from his boyhood to his career as a soldier and his final dedication of his life to unselfishness. $2.50, primary grades. C5

Bulla, Clyde, *Squanto, Friend Of The White Man.* Crowell, New York, 1954.
The adventures of the famous Indian who was brought to England as a curiosity, and how he returns to settle among the Pilgrims and teach them the ways of the American soil. $2.50, intermediate grades. C5

Bulla, Clyde, *The Sword In The Tree.* Crowell, New York, 1956.
Amid the pageantry and vigor of the days of King Arthur, young Shan fights to regain the castle of his father which has been taken from him. $2.50, primary grades. C5

Buntain, Ruth Jaeger, *The Birthday Story.* Holiday, New York, 1953.
A lonely girl moves into a new neighborhood and is fortunate in finding a lost birthday present. While trying to locate the owner she makes many friends. $2.00, primary grades. C2

Burgoyne, Leon E., *Jack Daves, Forward.* Winston, New York, 1953.
Two brothers, one arrogant and the other co-operative, work out their problems against the background of their basketball team. $2.50, intermediate grades. C5

Caffrey, Nancy, *Horse Haven.* Dutton, New York, 1955.
How the Cornwall farm became a haven for an old, maltreated horse makes an appealing story. Included are many details of handling and riding horses. $2.50, intermediate grades. C4

Caffrey, Nancy, *Show Pony.* Dutton, New York, 1954.

Two little girls buy an unwanted pony and train it for shows. $2.50, primary grades. C6

Carlson, Natalie Savage, *Wings Against The Wind.* Harper, New York, 1955.

A Breton fisherman's pet sea gull is wrongly accused of thievery but proves his worth. $2.50, primary grades. C5

Carpenter, Bruce, *The Blossoming Year.* Lothrop, New York, 1952.

The shy member of a middle-class New England family develops into a confident, charming young woman. $2.75, intermediate grades. C5

Carpenter, T. V. W., *The Too Long Tail.* Houghton, New York, 1953.

A cat, helped by his animal friends, solves the problem of a stretched tail. $1.50, primary grades. C5

Carter, Hodding, *Robert E. Lee And The Road Of Honor.* Random, New York, 1955.

Honor, courage, faithfulness, duty, and humility are portrayed in this biography of Lee. $1.50, intermediate. C4

Castor, Henry, *Theodore Roosevelt And The Rough Riders.* Random, New York, 1954.

The story of the Spanish American War is told through the heroic experiences of the Rough Riders. $1.50, junior high school grades. C2

Catling, Patrick Skene, *The Chocolate Touch.* Morrow, New York, 1952.

An amusing story about a boy who wished that everything he touched would turn to chocolate. He learns that one can have too much of a good thing. $2.50, intermediate. C2

Caudill, Rebecca, *The House Of The Fifers.* Longmans, New York, 1954.

Monica was not too enthused about spending a summer on the old Fifer farm in Kentucky until a common problem gave her the opportunity to work and share with others. $3.00, junior high school grades. C3

Chalmers, Audrey, *The Lovely Time.* Viking, New York, 1955.

A delightful story of a cat who pushed her babies into decent homes of their own at the proper time. $2.00, intermediate grades. C2

Childhood of Famous Americans Series, Bobbs, New York, 1932–1954.

Sixty-five volumes are now available in special school editions. Personages in the file include: Abe Lincoln, George Washington, Alexander Hamilton, Juliette Low, Jane Addams, Louisa May Alcott, and others. $1.75 each, intermediate and junior high school grades. C1

Clark, Nolan Ann, *Blue Canyon Horse.* Viking, New York, 1954.

A story about a young mare who fled from her canyon pasture to join the wild herd, and of the Indian boy who loved and cared for her. $2.75, primary grades. C6

Clark, Nolan Ann, *Looking-For-Something.* Viking, New York, 1952.

A story about a burro in Ecuador who discovers that he has been looking for a boy to love him. $2.50, primary. C1

Clark, Nolan Ann, *Secret of the Andes.* Viking Press, New York, 1952.
Story of a Peruvian llama herder who discovers his lineage in Inca royalty. $2.50, intermediate grades. C1

Cleary, Beverly, *Beezus and Ramona.* Morrow, New York, 1955.
Unpredictable, humorous things are done by an imaginative baby sitter to nine-year-old Beezus, and four-year-old Ramona. $2.50, intermediate grades. C4

Cleary, Beverly, *Otis Spofford.* Morrow, New York, 1953.
Comical tales about the class mischief-maker, his teacher, and his classmates who tried to keep up with him. $2.50, intermediate grades. C5

Coatsworth, Elizabeth, *Cherry Ann and the Dragon Horse.* Macmillan, New York, 1955.
A Chinese girl living in San Francisco during World War II makes the transition from old Chinese customs to modern American ways. $2.00, intermediate grades. C4

Collin, Hedvig, *Nils, The Island Boy.* Viking, New York, 1951.
A nine-year-old's life with his family in Denmark and enroute to America. $2.00, intermediate grades. C5

Collin, Hedvig, *Young Hans Christian Andersen.* Viking, New York, 1955.
The story of Andersen's childhood and early success, told by a descendant of the great storyteller's patron in Copenhagen. $2.75, intermediate grades. C2

Commager, Henry Steele, *America's Robert E. Lee.* Houghton, New York, 1951.
A sympathetic, authentic biography of a great American, with illustrations by Ward. $3.00, junior high level. C1

Corbin, William, *Golden Mare.* Coward, New York, 1955.
Once again a young boy turns to an animal for love and understanding. Robin gains courage when the horse and he face danger. $2.75, intermediate grades. C4

Cousins, Margaret, *Ben Franklin of Old Philadelphia.* Random, New York, 1952.
Franklin, the boy apprentice, runaway, printer, inventor, and statesman is set in a thrilling story of the young United States. $1.50, intermediate grades. C6

Creekmore, Raymond, *Fujio.* Macmillan, New York, 1951.
Centering on a boy's ambition to climb the volcanic Fujiyama, this book depicts customs and sports of Japan. $2.50, primary grades. C5

Crist, Eda and Richard, *Chico.* Westminster, London, 1957.
Chico takes his two little Aztec idols with him in quest of the "rain god." $1.50, intermediate grades. C1

Dalgliesh, Alice, *The Columbus Story*. Scribner, New York, 1955.
Written in less than twenty pages, this story is adequate for beginning readers. $2.75, primary grades. C4

Dalgliesh, Alice, *The Thanksgiving Story*. Scribner, New York, 1954.
Simply written and suitable for beginning readers. Illustrated by Helen Sewell. $2.50, primary grades. C6

Daringer, Helen, *Keepsake Ring*. Harcourt, New York, 1953.
This enjoyable story of the Massachusetts colony in 1680 centers around a foster child who sets out to find employment and her own parents through a keepsake ring and brooch. $2.50, junior high school grades. C2

De Jong, Meindert, *Shadrach*. Harper, New York, 1953.
The story of a small Dutch boy's wanting, receiving, and caring for a little rabbit. $2.50, intermediate. C1

De Jong, Meindert, *Smoke Above the Lane*. Harper, New York, 1957.
A tramp and a friendly little skunk get mixed up in a Labor Day Parade. $2.00, intermediate grades. C1

Derleth, August, *Land of Sky-Blue Waters*. Aladdin, New York, 1955.
Entertaining fictional account of the Lewis and Clark expedition. An awareness of the many problems that were met in settling the country is fostered. $2.75, intermediate grades. C4

Diska, Pat, *Andy Says Bonjour*. Vanguard, New York, 1954.
Story of a boy's wanderings through Paris and how he becomes acquainted with children. $2.50, primary grades. C4

Doane, Pelagie, *The Boy Jesus*. Oxford, New York, 1954.
The boyhood of Jesus is related with warmth and reverence. $3.00, primary grades. C6

Dobson, Millicent, *Hero, The Biggest Cat in the World*. Coward, New York, 1955.
Hero's deep sense of responsibility, his propensity for being on hand when emergencies arise and his ability to remain a cat, provide interesting reading for the cat lover. $2.50, intermediate grades. C4

Dobbier, Maurice, *Torten's Christmas Secret*. Little Brown, New York, 1951.
An elf decides there are no bad children and brings toys to those he thinks Santa will miss. $3.00, primary. C5

Doorly, Eleanor, *Radium Woman*. Roy, New York, 1955.
The struggles and triumphs of Madam Marie Curie. Illustrated by Robert Gibbings. $2.75, junior high. C2

Duryea, Elizabeth, *The Long Christmas Eve*. Houghton, New York, 1954.
With great insight and delicacy this tale shows the blending of an old world and a new as a Scandinavian family living on Beacon Hill prepare to celebrate Christmas. $2.25, intermediate grades. C5

Eaton, Jeanette, *Washington, The Nation's First Hero.* Morrow, New York, 1951.

Dramatic life of Washington is once again told. Other books by the same author depicting the lives of American notables are: *Lee, The Gallant General, Narcissa Whitman, Young Lafayette.* $2.00, intermediate. C2

Edel, May, *The Story of People.* Little Brown, New York, 1953.

In simple language, the author describes the life of different groups of people and why they live as they do. $3.00, intermediate grades. C2

Edmonds, Walter D., *The Matchlock Gun.* Dodd, New York, 1951.

The rousing adventure of a young boy whose courage saved his mother's life in the face of an Indian attack. $2.75, intermediate grades. C2

Edwards, Cecile Pepin, *Champlain, Father of New France.* Abingdon, New York, 1955.

Excellent life of the courageous explorer who founded the first permanent colony for France in the New World. $1.50, intermediate grades. C2

Eichelberger, Rosa K., *Bronko.* Morrow, New York, 1955.

Branislaw Jadewski, lost in Poland during World War II, experiences the terror of concentration camps. Finally at International Children's Village authorities trace his mother, and send him to her in New York City. The remainder of the story concerns his adjustment in this country. $2.95, intermediate grades. C4

Ellis, Annabel and Willis, *Laughing Gas and Safety Lamp.* Abelard, New York, 1954.

The life and work of Sir Humphry Davy. $2.50, primary. C2

Farjeon, Eleanor, *The Glass Slipper.* Viking, New York, 1956.

A new version of Cinderella, in very modern dress. $2.75, intermediate grades. C5

Farnsworth, Frances Joyce, *Winged Moccasins: The Story of Sacajawea.* Messner, New York, 1954.

The moving story of the Shoshone Indian girl who guided the Lewis and Clark expedition to the Northwest. $2.75, junior high school. C2

Faulkner, George H. *Gentlemen and Rebels.* Little Brown, New York, 1954.

Highly dramatic stories of the leaders of the American Revolution: Nathaniel Bacon, John Adams, Samuel Adams, Nathaniel Greene, Baron Von Steuben, Thomas Jefferson. $3.00, junior high school grades. C6

Faulkner, Nancy, *Rebel Drums.* Doubleday, New York, 1952.

Colonial Virginia is the background for the adventures of a drummer boy in Bacon's Rebellion who helped to fight against the governor. $2.50, intermediate. C2

Felsen, Henry G., *Cub Scout at Last.* Scribner, New York, 1953.

Aims, ideals and activities of cub scouts. $2.00, intermediate grades. C2

Fischer, Hans, *Pitschi*. Harcourt, New York, 1953.

A kitten learned the values of a good home and a loving mother after having found the adventures he sought desperately. $3.00, primary grades. C2

Flack, Marjorie, *Wag-Tail Bess*. Doubleday, New York, 1953.

A timid Airedale forgets to be shy after meeting a new friend, Angus. Other books by the author are: *Angus and the Ducks*, *Angus Lost*, *Angus and the Cat*. $1.50, primary grades. C5

Freeman, Lydia and Don, *Chuggy and the Blue Caboose*. Viking, New York, 1951.

An old engine and outdated caboose aid in an emergency and discover their usefulness. $2.75, primary grades. C5

French, Paul, *Lucky Star and the Oceans of Venus*. Doubleday, New York, 1954.

The youngest member of the Council of Science saves the city of Aphrodite from a flood threatened by a mysterious evil power. $2.50, intermediate grades. C5

Freuchen, Pipaluk, *Eskimo Boy*. Lothrop, New York, 1951.

The daughter of an Arctic explorer tells this moving story of a Greenland Eskimo boy's courageous and desperate effort to provide for a fatherless family. $2.00, intermediate grades. C2

Frick, C. H., *Five Against the Odds*. Harcourt, New York, 1955.

A fast-moving basketball story. Greatest value lies in Tim's victory over self-pity when he is stricken with polio and can no longer play. $2.75, junior high. C2

Frick, C. H., *Tourney*. Harcourt, New York, 1954.

A basketball star regains his position on the team, which was lost for poor sportsmanship. $2.75, junior high. C6

Gaer, Joseph, *The Fables of India*. Viking, New York, 1955.

Animal characters play the role of humans and explain the frailties and emotions of men. $3.00, junior high. C4

Galt, Tom, *Peter Zenger, Fighter for Freedom*. Crowell, New York, 1951.

The fight for freedom of the press is dramatically told. $3.00, junior high school grades. C1

Gardner, Lillian, *Somebody Called Booie*. Watts, New York, 1955.

The trials and tribulations of growing up are personified in this amusing book. $2.50, intermediate grades. C4

Gates, Doris, *Little Vic*. Viking, New York, 1957.

Pony was the orphaned son of a jockey. In this book a colt gives friendship and a purpose to the boy. $2.50, intermediate grades. C1

Geary, Clifford, *Ticonderoga: A Picture History*. McKay, New York, 1953.

The history of this fort gives young readers a thrilling picture of our fight for independence. $2.75, junior high school grades. C2

Gillen, Michael, *Tony's Good Luck.* Whittlesey, New York, 1955.
This simple story of an Italian boy and his donkey will make easy reading for the primary reader. The moral "Maybe luck is just hard work," is depicted. $1.75. C4

Godden, Rumer, *The Mousewife.* Viking, New York, 1951.
Story of a self-sacrificing mouse and her devotion to a captive dove. $2.00, intermediate grades. C2

Gordon, Dorothy, *You and Democracy.* Dutton, New York, 1951.
A brief description of the many advantages of living in a democracy. $2.25, intermediate grades. C8

Gordon, Patricia, *Heir to Christmas.* Viking, New York, 1953.
Sentimental and endearing tale of a little boy who found that Christmas is a family affair. $2.00, primary. C5

Graham, Alberta Powell, *La Salle, River Explorer.* Abingdon, New York, 1954.
La Salle's life in France, his bravery and success in the New World. $1.50, intermediate grades. C6

Greene, Graham, *The Little Red Fire Engine.* Lothrop, New York, 1954.
The little red fire engine, Sam Trolley, the fireman, and Toby, the pony who pulled the engine, were out of a job for a little while. Toby helped them get it back on New Year's Eve. $2.35, primary grades. C5

Hahn, Emily, *The First Book of India.* Watts, New York, 1955.
This story is helpful in developing an appreciation for the people and country of India. Useful when used in conjunction with a Social Studies unit on India. $1.95, junior high school grades. C4

Haines, Madge, and Morrill Leslie, *The Wright Brothers, First to Fly.* Abingdon, New York, 1955.
Beginning with their happy family life, struggle for education, boyhood experiments, this exciting story continues to the famous flight at Kitty Hawk. $1.50, intermediate grades. C2

Haviland, Virginia, *William Penn, Founder and Friend.* Abingdon, New York, 1952.
The qualities of the Quakers are stressed throughout this book. Many tales are told of William Penn's dealings with the Indians. $1.50, intermediate grades. C2

Hawkes, Hester, *Ning's Pony.* Coward, New York, 1953.
This book, illustrated by Kurt Wiese, tells how Ning helps his pony conquer fear of high stone bridges. $2.00, primary grades. C6

Hayes, Florence, *Joe - Pole: New American.* Houghton, New York, 1952.
A Polish boy, after many years in a D.P. camp, tries to become a real American. $2.50, intermediate grades. C5

Hays, Wilma Pitchford, *The Story of Valentine.* Coward, New York, 1956.
A sincere and sensitive story of a young Roman boy who aided a Christian priest. $2.50, primary grades. C5

Hays, Wilma Pitchford, *Pilgrim Thanksgiving.* Coward, New York, 1955.
The first Thanksgiving Day as experienced by a shy young Pilgrim girl, becomes quite realistic, with scowling Indians, long prayers, good food, and strange dances. $2.50, primary grades. C4

Helm, Ruth, *Wonderful Good Neighbors.* Lippincott, New York, 1956.
A city boy, moving to an Amish settlement, learns that to be treated as an adult one has to stop behaving like a boy. $2.75, primary and intermediate grades. C5

Henry, Marguerite, *Brighty of the Grand Canyon.* Rand, New York, 1953.
Brighty is a captivating little burro living in the ruggedness of the Grand Canyon. $2.95, intermediate. C1

Henry, Rene, *Mary Lou.* Warne, New York, 1954.
A story combining realism and fantasy about Irish mountain folk. Mary Lou is given the responsibility of looking after the family farm but is sure that the fairies will watch over her. $1.25, primary grades. C4

Hill, Ralph Nading, *Robert Fulton and the Steamboat.* Random, New York, 1954.
A delightful biography of the remarkable young inventor. (Landmark Book #45) $1.50, intermediate grades. C6

Hilles, Helen Train, *Auction Today.* Lippincott, New York, 1956.
To help earn the town's new fire engine, Ricky and his friends play a leading part in what turns out to be a really exciting country auction. $2.25, intermediate. C5

Hilles, Helen Train, *Moving Day.* Lothrop, New York, 1954.
Having moved to a new neighborhood, Tim felt very insecure. He soon learned that streets and houses are secondary, the home is where a family live and work together. $2.00, intermediate grades. C2

Hogarth, Grace Allen, *The Funny Guy.* Harcourt, New York, 1955.
The story of a lonely little girl who is mocked by the other children because she seemed so queer to them. $2.95, intermediate grades. C4

Holbrook, Stewart, *Davy Crockett.* Random, New York, 1955.
The adventures of Davy Crockett from his youth up to his death at the Alamo. $1.50, primary grades. C5

Holberg, Ruth, *Tam Morgan, the Liveliest Girl in Salem.* Doubleday, New York, 1953.
Warm-hearted but impulsive Tam with her series of escapades amid Massachusetts shipbuilding, will entertain with a re-creation of childlife in 1789. Illustrations by Peter Spier, $2.50, intermediate grades. C2

Hubbard, Margaret Ann, *Thunderhead Mountain.* Macmillan, New York, 1952.

The jealousy between Kip and Cloudy is only one of the events which makes this story an exciting adventure. $2.75, junior high school grades. C3

Hughes, Langston, *The First Book of Negroes.* Watts, New York, 1952.

Brief introduction to Negro history. Sketches of several Negro leaders, as presented to Terry Lane, a young boy in Harlem. $1.95, junior high school grades. C5

Hunt, George P., *The Story of the United States Marines.* Random, New York, 1951.

Authentic tales of the U. S. Marine Corps at different periods in its history. (Landmark Book) $1.50, intermediate grades. C5

Hylander, C. J., *Adventures with Reptiles.* Messner, New York, 1951.

The story of Ross Allen who developed his Boy Scout interest in reptiles into an unusual educational and scientific institution in Florida. $2.75, junior high. C1

Jackson, Cary Paul, *Barney of the Babe Ruth League.* Crowell, New York, 1954.

Barney was too old for the Little League and too young for the American Legion team. He found himself in many troublesome situations, until he discovered that he may be the cause. $2.50, intermediate grades. C2

Jackson, C. P. and O. B., *Star Kicker.* Whittlesey, New York, 1955.

Ron's lack of rational reasoning permits his oversensitivity to endanger his home and school life. Through gradual adjustment, he learns the value of teamwork. $2.50, junior high school grades. C4

Jackson, Shirley, *Life Among the Savages.* Farrar, New York, 1953.

Adventures of a family of four unpredictable children and their cat in an old house in Vermont. $2.50, intermediate grades. C7

Jauss, Anne Marie, *Legends of Saints and Beasts.* Aladdin, New York, 1954.

Four legends about Saint Jerome, Saint Rock, Saint Francis, and Saint Macarius told with dignity. $2.50, intermediate grades. C2

Jewett, Eleanore, *Felicity Finds a Way.* Viking, New York, 1952.

Conflicting loyalties of the post-Revolutionary New York make this a fine story of a growth in understanding. The adventures of three children take place in New York, on shipboard, and in the Bahama Islands. $2.75, intermediate and junior high school grades. C2

Johnson, Enid, *The Right Job for Judith.* Messner, New York, 1951.

Hard work and ambition are not enough to be a successful opera singer. Judith soon learns this, but her willingness to help others leads her to the field of Social Work. $2.50, junior high school grades. C3

Johnson, Harold and Grace, *Courage Wins.* Dutton, New York, 1954.
An account of the War of 1812 and of the migration of a family from their comfortable home in Connecticut to the wilderness. $2.75, intermediate grades. C6

Johnson, William, *Sam Houston, Tallest Texan.* Random, New York, 1953.
Exciting story of the general who was responsible for much that led to Texas becoming a state. $1.50, junior high school. C2

Judson, Clara Ingram, *Andrew Jackson, Frontier Statesman.* Follett, New York, 1954.
The life of Andrew Jackson, his triumphs, his disappointments, his contributions to America, illustrated with colored plates. $3.50, intermediate grades. C5

Judson, Clara Ingram, *City Neighbor.* Scribner, New York, 1951.
Belief in the worth of man and his innate ability and power to help himself inspired Jane Addams. This is the story of her life, ambitions, and accomplishments. $3.00, junior high school grades. C3

Judson, Clara Ingram, *Theodore Roosevelt, Fighting Patriot.* Follett, New York, 1953.
His love of nature, his integrity and patriotism are personified in this story. $3.50, intermediate. C5

Judson, Clara Ingram, *Thomas Jefferson.* Follett, New York, 1952.
The greatness and personality structure of this famous statesman are brought out. $3.00, junior high. C3

Kalashnikoff, Nicholas, *The Defender.* Scribner, New York, 1951.
When old Turgen was misunderstood by his neighbors, it took great courage to rebuild the trust and friendship he once enjoyed. $2.50, junior high school grades. C3

Kenworthy, Leonard, *Twelve Citizens of the World.* Doubleday, New York, 1953.
Brief, graphic biographies of modern leaders such as Schweitzer, Gandhi, Bunche, and others. $3.50, junior high school. C2

Kepes, Juliet, *Five Little Monkeys.* Houghton, New York, 1952.
Five mischievous little monkeys learn the error of their ways through the stern discipline of the jungle beasts. $2.50, intermediate grades. C2

Kingman, Lee, *Mikko's Fortune.* Farrar, New York, 1955.
Story of a Finnish boy who learns to help fill his father's place in the family while his father is away at war. $2.75, intermediate grades. C5

Kingman, Lee, *Peter's Long Walk.* Doubleday, New York, 1953.
Although Peter had many playmates in the small wild creatures of the woods, he was anxious for school to start so that he could find a friend. $2.50, primary. C2

Knapp, Sally, *Sink the Basket.* Crowell, New York, 1953.
A story of a girl's basketball team involving a basic problem in human relationships and its solution. $2.50, junior high school grades. C5

Kruman, Charlotte, *The Four Riders.* Follett, New York, 1953.
This is the story of three animals who refused to share their horseback ride with a tired old man. $2.00, primary grades. C2

Kubie, Nora Benjamin, *Joel, A Novel of Young America.* Harper, New York, 1952.
A young Jewish boy comes to America in 1775 and joins the fight for freedom. $2.50, intermediate grades. C5

Kuhn, Ferdinand, *Commodore Perry and the Opening of Japan.* Random, New York, 1955.
How the Orient was opened to the world without the use of force. $1.50, junior high school grades. C5

Lampman, Evelyn Sibley, *Tree Wagon.* Doubleday, New York, 1953.
The graphic account of a journey Westward by wagon train shows how vision and courage motivated the Luelling family as they moved their nursery of grafted fruit trees from Iowa to Oregon. $2.75, junior high. C2

Lansing, Elizabeth Hubbard, *Jubilant For Sure.* Crowell, New York, 1954.
A Kentucky mountain boy yearns for and works to own his dream dog. $2.50, intermediate grades. C5

Lansing, Elizabeth Hubbard, *Shoot for a Mule.* Crowell, New York, 1951.
Fair play rewards a sturdy independent Southern mountain lad whose desire is to own a mule. $2.00, intermediate grades. C2

Latham, Jean Lee, *Carry On Mr. Bowditch.* Houghton, New York, 1955.
About an 18th century Salem sailor with an outstanding ability to navigate, whose book is still a standard text in the United States Naval Academy. $2.75, intermediate grades. C5

Lawson, Robert, *Mr. Revere and I.* Little, New York, 1953.
The life and personality of a great American and his famous horse, Scheherezade. $3.00, intermediate. C1

Leach, Maria, *The Turnspit Dog.* Aladdin, New York, 1952.
Abiah, a little girl of Colonial Days, loved her dog Spit more than any other possession. How he became her own is a story that will appeal to young readers. $1.75, intermediate grades. C2

Leaf, Munro, *Lucky You.* Lippincott, New York, 1955.
Story of a cave boy will foster appreciation for our scientific world of today. Comparison of life in caves with life in the present modern era will impress young minds. $2.25, primary grades. C4

Lee, Tina, *Manners To Grow On.* Doubleday, New York, 1955.
This book makes an interesting presentation on the principles of good manners. Practical suggestions are made for various situations. $2.50, intermediate. C4

Lenski, Lois, *Prairie School.* Lippincott, New York, 1951.
The special problems of prairie living require resourcefulness both of teachers and children, especially when they are stranded in school by a blizzard. $3.00, primary grades. C5

Lenski, Lois, *San Francisco Boy.* Lippincott, New York, 1955.
A Chinese boy encounters difficulties, then satisfaction in adjusting to life in Chinatown. $3.00, intermediate grades. C5

Lide, Alice and M. Johnsen, *The Wooden Locket.* Lippincott, New York, 1954.
The secret of the wooden locket isn't revealed until the very end of this story of a family of Polish displaced persons who settle in Alabama. $2.50, intermediate grades. C2

Lindquist, Wills, *Burma Boy.* McGraw, New York, 1953.
The courageous adventure of a young boy who dares to bring back Majda, the mighty elephant. $2.25, intermediate grades. C5

Lipkind, William and N. Mordvinoff, *Finders Keepers.* Harcourt, New York, 1951.
Story of two dogs who find a bone and decide how to share it. $2.50, primary grades. C5

Loken, Anna Belle, and Hjalmer, *When the Sun Danced.* Lothrop, New York, 1953.
This interesting story of warm friendship and family experiences conveys a feeling for the background and everyday life in Norway. $2.50, intermediate grades. C2

Louden, Claire and George, *Far into the Night.* Scribner, New York, 1955.
An intriguing introduction to Balinese culture through the perspective of a young dancer and her family. $2.75, intermediate grades. C5

Louden, Claire and George, *Rain in the Winds.* Scribner, New York, 1953.
A story of the great dependency on the life-giving rains of the monsoons for a village full of people below the Himalaya Mountains. $2.50, intermediate. C1

McClung, Robert M., *Stripe.* Morrow, New York, 1951.
This story of a chipmunk traces his adventures in growing up, what he did, what he learned, and how he lived in his world. $2.00, primary grades. C1

McCracken, Harold, *Winning of the West.* Garden City, New York, 1955.
This book portrays the courage, foresight, loyalty, and patriotism of the Western pioneers. $2.00, junior high school grades. C4

McKaye, Loring, *Pat's New Worlds.* Longmans, New York, 1954.
For a penniless boy to think of attending Harvard University to become a doctor was madness — but off Pat starts. $3.00, junior high school grades. C6

McSwigan, Marie, *All Aboard for Freedom.* Dutton, New York, 1954.
How a group of courageous Czechoslovakians "borrow" a train and escape from Communist East Germany to the American Zone. $3.00, intermediate grades. C6

Malkus, Alida, *Little Giant of the North.* Winston, New York, 1952.
The heroic adventures of a London-born Canadian who won the fur empire for England. $1.75, intermediate. C5

Malvern, Gladys, *Behold Your Queen.* Longmans, New York, 1951.
A story of love, courage, and loyalty, it tells of Esther, a beautiful Hebrew girl who was chosen to be the wife of the King of Persia. $3.00, junior high school grades. C3

Marino, Dorothy, *Little Angela and Her Puppy.* Lippincott, New York, 1954.
A little girl's loneliness disappears when her father gives her a puppy. $2.00, primary grades. C2

Mayer, Jane, *Betsy Ross and the Flag.* Random, New York, 1952.
A moving story about the loyal woman who made the first American flag. By the same author: *Dolly Madison.* $1.50, intermediate grades. C2

Meigs, Cornelia, *Fair Wind to Virginia.* Macmillan, New York, 1955.
A thirteen-year-old boy and his sister learn self-reliance when they are sent away from England to Williamsburg to fend for themselves. $2.75, junior high school grades. C4

Meigs, Cornelia, *Invincible Louisa.* Little, New York, 1953.
A lively, realistic story of Louisa May Alcott, beginning with her childhood. $2.50, junior high school. C2

Milhous, Kathrine, *Appolonia's Valentine.* Scribner, New York, 1954.
In a small Pennsylvania school a little girl to whom scissor-work was difficult, succeeded in making a beautiful Valentine to be sent to Europe. $2.50, primary grades. C5

Mills, Lois, *Three Together.* Follett, New York, 1955.
The close relation between the Wright brothers and their sister, Kathrine, is emphasized in this book. $2.95, intermediate grades. C4

Mirsky, Reba Paeff, *Thirty-One Brothers and Sisters.* Wilcox, New York, 1952.
An engrossing story bringing real knowledge of how children live today in a primitive society. $2.95, intermediate grades. C1

Molloy, Anne, *Secret of the Old Salem Desk.* Farrar, New York, 1955.
Intolerance and misunderstanding are exemplified by the fishing folk of a small Maine village when they display their dislike for artists. $3.00, junior high school grades. C4

Moody, Ralph, *Kit Carson and the Wild Frontier.* Random, New York, 1955.
The daring, consideration and thoughtfulness of the famous trail blazer are appraised in this book. $1.50, intermediate grades. C4

Murphy, Frances Salomon, *Ready-Made Family*. Crowell, New York, 1953.

An appealing account of the adventures and adjustments of three children to life in a foster home. $2.50, primary grades. C5

Myers, Grace, *The Fishing Cat*. Abingdon, New York, 1953.

When his master, a fisherman, broke his arm, the cat showed his loyalty by carrying on his trade. $1.25, primary grades. C2

Newberry, Clare Turlay, *Ice Cream for Two*. Harper, New York, 1953.

An account of the struggle of an artist with an eight-year-old son who is trying to establish herself in New York City. The care of and love for a Siamese kitten pervades the whole story. $2.50, intermediate grades. C1

Newell, Hope, *A Cap for Mary Ellis*. Harper, New York, 1953.

Two Negro girls attend a nursing school which is just opening its doors to their race. The problems of the nursing profession plus interracial relations are brought into focus. $2.50, intermediate grades. C5

Nolan, Jeannette C., *Abraham Lincoln*. Messner, New York, 1953.

The reader will be impressed with the quiet charm and sincerity that characterizes this book. $2.95, intermediate grades. C5

Nolan, Jeannette, *George Rogers Clark, Soldier and Hero*. Messner, New York, 1954.

Inspiring story of one of America's great heroes of the past. Commendable illustrations by Lee Ames. $2.95, intermediate grades. C2

Norton, Mary, *The Borrowers*. Harcourt, New York, 1953.

Living by borrowing from the family under whose kitchen floor they reside, these miniature people are befriended by a young member of the family. $2.50, primary. C5

Norton, Mary, *Huon of the Horn*. Harcourt, New York, 1951.

Huon, young duke of Burgundy, was unjustly banished from his kingdom by Charlemagne, but returns to defend his land dramatically, from the enemy. $2.75, intermediate grades. C1

Norton, Sybil, and John Cournos, *Candidate for Truth*. Holt, New York, 1953.

Vivid pictures by Rus Anderson depicting the times of Daniel Webster. By the same author: *Pilgrimage to Freedom* (Roger Williams). $2.50, intermediate grades. C2

Oakes, Vanya, *Roy Sato*. Messner, New York, 1955.

Roy Sato, Japanese-American boy, lives in Los Angeles. He attempts to become one hundred percent American, and learns that real Americanism is something of attitudes and understanding, rather than cowboy suits and horseback riding. $2.75, intermediate grades. C2

Oakes, Vanya, *Willy Wong, American*. Messner, New York, 1951.

A warm and insightful story about a Chinese-American boy's daily experiences. Easy reading for the beginning reader. $2.75, primary grades. C5

Olgin, Joseph, *Backcourt Rivals.* Dutton, New York, 1955.

The importance of sportsmanship and cooperation are emphasized in this story of a team of junior high school boys who strive to play their way to a state championship. $2.75, junior high school grades. C4

Otto, Margaret G., *The Tiny Man.* Holt, New York, 1955.

Helpfulness, cooperation, and regard for others are the traits examplified by the sea gulls who help a tiny man who was carved out of an oak tree, find a home. $2.25, intermediate grades. C4

Oursler, Fulton, *A Child's Life of Jesus.* Watts, New York, 1951.

A warm and sincere retelling of the life of Jesus. Both Catholic and Protestant editions are available. $1.75, primary grades. C2

Owen, Russell, *The Conquest of the North and South Poles.* Random, New York, 1952.

The courage and perseverence that is necessary to conquer nature is stressed in this book. Children will enjoy the descriptions of the Arctic and Antarctic regions. $1.50, primary and intermediate grades. C5

Pace, Mildred Mastin, *Old Bones, The Wonder Horse.* Whittlesey, New York, 1955.

Life Story of Exterminator, winner of the Kentucky Derby in 1918. Stamina, a wonderful disposition, good sense, and courage carried him through to win most of his one hundred races. $2.95, intermediate grades. C4

Parke, John, *Scratchy.* Morrow, New York, 1957.

As a rejected cat, Scratchy is obnoxious, but under the understanding approval of a new owner, he becomes a model of feline decorum. $2.00, primary grades. C1

Parks, Aileen W., *Davy Crockett, Young Rifleman.* Bobbs, New York, 1951.

A lively story about a brave young rifleman in the rough wilderness. $1.75, primary grades. C5

Pauli, Hertha, *Three is a Family.* Washburn, New York, 1955.

This fast-moving, convincing story of eleven-year-old Kitty's search for her father is well written and gives a delightful picture of post-war Germany and Austria. An American-born friend and an eccentric old lady help Kitty surmount the obstacles to reunion with her father. $2.75, intermediate grades. C4

Peckham, Betty, *Tangle-Britches; A Pennsylvania Dutch Story.* Dutton, New York, 1954.

Their special language, customs and traditions make the framework for this story. Children will like reading about this culture. $2.50, primary grades. C5

Peckinpak, Elizabeth, *Coco is Coming.* Lothrop, New York, 1956.

The President of the United States sends a very important person to get permission for Coco the clown, George Pig, his dog, and his donkey to move their house near the hospital so as to make the sick children laugh. $2.50, primary grades. C5

Perera, Lydia, *Frisky*. Holiday, New York, 1955.

In this well-written story of a small boy's discovery of a merry-go-round in a city park closed in by tall buildings, such desirable character traits as honesty, industry, and unselfishness are brought out. Frisky, the white merry-go-round horse will seem as real to most children as it was to Otto. $2.25, primary grades. C4

Phillips, T. H., *Search for a Hero*. Rinehart, New York, 1952.

The youngest son proved himself a hero in another way, although he lacked the attributes of the football star so admired by his father and brothers. $3.00, junior high school grades. C7

Petersham, Maud and Miska, *The Boy Who Had No Heart*. Macmillan, New York, 1955.

A selfish boy learns how to think of other people before himself. $2.50, primary grades. C5

Petersham, Maud and Miska, *Stories of the Presidents of the United States*. Macmillan, New York, 1953.

Brief biographies with handsome full page portraits of all the presidents, illustrated by the authors. $3.00, intermediate grades. C2

Petry, Ann, *Harriet Tubman*. Crowell, New York, 1955.

Motivated by her compassion for others, Harriet Tubman although ill and unable to write, helped more than three hundred slaves out of the South to freedom. $3.00, junior high school grades. C3

Pinelli, "Babe," as told to Joe King, *Mr. Ump*. Westminster, London, 1953.

Babe Pinelli tells how he conquered his temper, played in the major leagues, and learned the umpire's job. $2.50, junior high school grades. C3

Pinkerton, Kathrine, *Hidden Harbor*. Harcourt, New York, 1951.

Family relationships are put to the test when Spence Baird, whose family had settled in Alaska in the early 1900's, finds his ideas in conflict with those of his father. $2.75, junior high school grades. C3

Pratt, Margaret, *Flash of Washington Square*. Lothrop, New York, 1954.

A mischievous cocker spaniel can't help getting in trouble until he learns manners just in time to continue living in Washington Square. $2.35, primary. C6

Pyne, Mable, *The Story of Religion*. Houghton, New York, 1954.

All the major religions of the world from their beginnings to the present time are presented in concise objective manner. The book is further enhanced by the numerous colored sketches drawn by the author. $3.00, intermediate and junior high school grades. C2

Rawlings, Marjorie Kinnan, *The Secret River*. Scribner, New York, 1955.

A little girl shows her gratitude to the secret river which helps her in the search for her father, by writing poems expressing her thoughts. $2.50, intermediate grades. C4

Reynolds, Barbara Leonard, *Emily San.* Scribner, New York, 1955.
A story of present-day Japan and how an American girl and her friends play with Japanese children and learn each other's language. $2.50, intermediate grades. C5

Reynolds, Barbara Leonard, *Hamlet and Brownwiggle.* Scribner, New York, 1954.
The difficulties facing a middle child and the fun and adventures of forming a hamster club. $2.45, primary. C5

Reynolds, Quentin, *The Life of Saint Patrick.* Random, New York, 1955.
A vivid account of the heroic adventures of a man who lived more than one thousand years ago. $1.50, intermediate grades. (Landmark Book) C5

Rhoads, Dorothy, *The Corn Grows Ripe.* Viking, New York, 1956.
Twelve-year-old Tigre, somewhat given to laziness, assumes responsibility for the household when his father meets with an accident. His care of the corn field through the hazards of the seasons reveals the significance of the crops in a twentieth century Mayan village. $2.75, primary grades. C5

Robinson, Gertrude, *Spindleshanks.* Oxford, New York, 1954.
Caleb Doane takes part in the Hudson campaign of the American Revolution, and faces and conquers his fear and physical handicap. $3.00, intermediate grades. C6

Robertson, Keith, *The Wreck of the Saginaw.* Viking, New York, 1954.
This story examplifies the suffering, courage, and devotion of the men who worked on the Midway Islands in 1870 in an attempt to make coaling stations. $3.00, junior high school grades. C3

Rosevear, Marjorie, *The Secret Cowboy.* Messner, New York, 1955.
Cliff, age ten, goes to Arizona to recuperate from rheumatic fever. His mother forbids him to ride horseback, but an understanding old cowhand helps Cliff build up his confidence and strength until he can ride safely. A readable story of understanding between an adult and a boy. $2.50, intermediate grades. C4

Ross, Nancy Wilson, *Joan of Arc.* Random, New York, 1953.
The stirring story of the French peasant maid who saved her country at the sacrifice of her own life. $1.50, junior high school grades. C2

Rowntree, Lester, *Little Turkey.* Viking, New York, 1951.
Little Turkey, a farm boy of the Sierra Nevadas in 1900, learns to overcome his shyness with people. $2.50, intermediate grades. C4

Rushmore, Helen, *Ghost Cat.* Harcourt, New York, 1954.
According to an old Ozark Mountain belief, stray cats bring bad luck, but ten-year-old Glory proves how wrong the superstition is when she befriends a lovely white cat. $2.50, intermediate grades. C6

Scoggin, Margaret C., *Battle Stations.* Knopf, New York, 1953.
Great courage and patriotism were practiced by the paratroopers, submariners, pilots, and infantrymen who fought to save the world from tyranny. $3.00, junior high school grades. C3

Schartum-Hansen, Ingvild, *Ingvild's Diary.* Lothrop, New York, 1954.
Designed by Marion Downer, Ingvild's story concerns her experiences when she represented Norway at the Children's International Summer Village. She learned that despite language barriers children of all nations were quick to get along with one another. $2.50, intermediate. C6

Scherman, Kathrine, *The Slave who Freed Haiti.* Random, New York, 1954.
The portrait of Toussaint L'Ouverture unfolds dramatically — a former slave who defied the might of Napoleon and led the oppressed people of Haiti toward freedom and independence. Illustrated by Adolf Dehn. $1.50, primary grades. C6

Schlein, Miriam, *Deer in the Snow.* Abelard, New York, 1956.
A gentle story of a deer who protects his family. $2.50, primary grades. C5

Schneider, Nina and Herman, *Let's Look Under the City.* Scoot, New York, 1954.
The Schneiders yearn to make the reader understand how a city solves its problems. A guided tour of water, waste, electric, gas and telephone systems are used as examples. $2.00, primary grades. C6

Scott, Sally, *Binky's Fire.* Harcourt, New York, 1952.
Wonderful, intuitive story of a dog's heroism and its recognition. $1.75, primary grades. C5

Scott, Sally, *Chica.* Harcourt, New York, 1954.
Line drawings by Joe Krush. This favorite author tells of a boy's longing to turn a well-trained but stand-offish cowpony into a real friend. Humor, knowledge of boys and horses, and a lovely sense of the West fill the book. $2.25, intermediate grades. C6

Seckar, Alvena V., *Zuska of the Burning Hills.* Oxford, New York, 1952.
This genuine story of the author's childhood reveals the life of West Virginian miners and Czechoslovakian customs. Zuska's solution of the mystery brings happiness to her family. $2.75, intermediate grades. C2

Seredy, Kate, *Philomena.* Viking, New York, 1955.
This well-known author-illustrator has given another beautiful and sympathetic picture of her native Hungary before the war. Cleanliness, willingness, obedience, and industry are the yardstick by which girls going into domestic service were measured. Philomena, orphaned at eleven, profited by her grandmother's teachings and after many vicissitudes found a real home. $2.75, intermediate grades. C4

Sheehan, Vincent, *Thomas Jefferson, Father of Democracy.* Random, New York, 1953.
Virginian statesman, scientist, inventor, whose belief in the rights of man helped shape our Independence. $1.50, junior high school grades. C2

Sherlock, Philip, *Anansi, the Spider Man.* Crowell, New York, 1954.
Jamaican folk tales of a cunning man, who, in times of danger, could become a spider. $2.75, primary. C5

Shippen, Katherine B., *The Pool of Knowledge; How the United Nations Share Their Skills.* Harper, New York, 1954.
The author describes the work of the United Nations organizations in sixteen areas in the world. This book gives an understanding of other peoples of the world. $2.50, intermediate and junior high school grades. C2

Simon, Mina L., *Beasts of Burden.* Lothrop, New York, 1954.
Throughout the world, man uses animals to help him with his work. This book depicts how twelve animals help man. $2.50, primary grades. C6

Simont, Marc, *Polly's Oats.* Harper, New York, 1957.
Polly ate hay and grass, but she adored oats. Herein Polly gets her oats accompanied by happiness. $1.75, primary grades. C1

Slobodkin, Louis, *Dinny and Danny.* Macmillan, New York, 1951.
A dinosaur saves the life of a little boy and his family many thousands of years ago. $2.00, primary. C5

Snedeker, Caroline Dale, *A Triumph for Flavius.* Lothrop, New York, 1955.
The son of a conquering Roman general proves that love and understanding can overcome the barriers between a Roman master and a Greek slave. $3.00, intermediate grades. C4

Sorenson, Virginia, *Miracles on Maple Hill.* Harcourt, New York, 1956.
Family cohesiveness personified. $2.95, intermediate. C5

Sorenson, Virginia, *Plain Girl.* Harcourt, New York, 1955.
A ten-year-old Amish girl learns to understand her family traditions and accept new ideas when she goes to school and realizes that pretty clothes and gay colors are not as wicked as she was taught to think. $3.00, junior high school grades. C3

Steele, William O., *Wilderness Journey.* Harcourt, New York, 1953.
Courage and self-reliance are learned by Flan in many ways as he follows the Wilderness Trail to French Salt Lick in the company of the Long Hunter. Illustrations by Paul Galdone. $2.50, intermediate grades. C2

Sterne, Emma G., *The Long Black Schooner.* Dutton, New York, 1953.
Negroes, illegally captured during the slave trade, display their bravery, faith, and love for freedom when they revolt at sea and attempt to return to Africa. $3.00, junior high school grades. C3

Stolz, Mary S., *Ready or Not.* Harper, New York, 1953.
Responsibility and self-reliance are exhibited by sixteen-year-old Morgan when she "takes over" as housekeeper and homemaker for her family. $3.00, junior high school grades. C3

Streatfield, Noel, *Skating Shoes*. Random, New York, 1951.
The story of friendship between two girls. $2.95, primary grades. C5

Syme, Ronald, *Balboa, Finder of the Pacific*. Morrow, New York, 1956.
The excitement, adventures, and hazards, of exploration and discovery rightly characterize this easy-reading biography. Vigorous action-packed illustrations heighten interest. $2.50, intermediate grades. C5

Syme, Ronald, *Columbus*. Morrow, New York, 1952.
An account of the discovery of the New World, written with zest and attractively illustrated by William Stobbs. $2.00, intermediate grades. C1

Tarchins, Elizabeth K., *The Village that Learned to Read*. Houghton, New York, 1954.
A country boy in Mexico is persuaded that even a would-be bullfighter should learn to read. $2.50, primary. C5

Tor, Regina, *Getting to Know Germany*. Coward, New York, 1954.
A much-needed book about the German people, their country, and their life today. Accurate facts presented with warmth and sympathy. $2.50, intermediate grades. C6

Tor, Regina, *Getting to Know Puerto Rico*. Coward, New York, 1955.
Puerto Rico's history, traditions, and the way of life of its people today. $2.50, intermediate grades. C5

Thomas, Estelle Webb, *Billy and the Bar-Bar-A*. Caxton, New York, 1952.
During the 1920's, Billy, a city boy, was headed for delinquency, until he spent the summer on a real western ranch. There he learned to appreciate a family group, to conquer minor fears, to assume his share of chores, to become what Carter, the old cowhand, termed a "human Bean." $3.00, intermediate grades. C4

Thompson, Mary Wolfe, *The Steadfast Heart*. Longmans, New York, 1951.
A rare combination evolves when loving, responsible Jo and mischievous Dot are forced to accept their new foster family. However, they do learn to love the shy couple who takes them in. $2.50, junior high grades. C3

Townsend, Olga, *The White-Tailed Deer*. McGraw, New York, 1951.
Jim's individual personality and his understanding of the wild life of the forest are awakened when he helps two fawns. $2.50, primary grades. C5

Tracy, Don, *Second Try*. Westminster, New York, 1954.
A university football star, suspended for cheating on examinations, learns something new from a small college and from Lacrosse. $2.50, intermediate grades. C6

Tripp, Edward, *The New Tuba.* Oxford, New York, 1955.

A visit to Mexico and a special interest in music resulted in this well-written story of Mexican village life and the warm family relationship of a mother, father and son. School libraries needing additional material to help intermediate grades better understand their Southern neighbors should acquire this title. $2.50, intermediate grades. C4

Tripp, Edward, *Tin Fiddle.* Oxford, New York, 1954.

A small boy finds pleasure in giving his birthday fiddle as a home for a mouse family. $2.00, primary. C5

Tunis, John R., *Buddy and the Old Pro.* Morrow, New York, 1956.

Buddy and his teammates realize the value of fair play when the coach on the opposing team, whom they admired as a former pro, displays unsportsmanship and unfair tactics. $2.50, intermediate grades. C4

Tunis, John R., *The Other Side of the Fence.* Morrow, New York, 1953.

A boy's adventures as he travels cross-country by thumb. The courage which he gains and the glorious country he sees. $2.75, intermediate grades. C5

Uchida, Yoshiko, *The Magic Listening Cap: More Folk Tales from Japan.* Harcourt, New York, 1956.

Respect for and understanding of Japan are encouraged in these fourteen folk tales. $2.50, intermediate. C4

United Nations Department of Public Information, *A Garden We Planted Together.* McGraw, New York, 1952.

A comparison between a garden planted by children of all nations and the functions of the United Nations. Stress is made of co-operation, mutual understanding, and assistance. $2.00, primary grades. C5

Valenti, Angelo, *Big Little Island.* Viking, New York, 1955.

Fourteen-year-old Lorenzo, an Italian orphan, adjusts to life in New York City with his uncle and cousins, finding such homelike pleasures in such places as the museum, the library, and the Cloisters. $2.75, intermediate grades. C5

Vance, Marguerite, *On Wings of Fire.* Dutton, New York, 1955.

Nathaniel Hawthorne's daughter, Rose, found no satisfaction in her many endeavors to achieve something worthwhile until she found her true vocation in a religious order, nursing the hopelessly ill. $2.75, intermediate grades. C5

Vance, Marguerite, *Patsy Jefferson of Monticello.* Dutton, New York, 1956.

A vivid account of the life of Patsy Jefferson, in the famous French school and at the court of Marie Antoinette. It also gives a picture of Thomas Jefferson as a tender, understanding father to his motherless daughters. $2.75, junior high school grades. C1

Verral, Charles S., *King of the Diamond.* Crowell, New York, 1955.
A star baseball player helps his team stick together although they lost support. $2.50, intermediate. C5

Vetter, Marjorie, *Cargo for Jennifer.* Longmans, New York, 1954.
Jennifer's character is developed by a year in Cuba, as she learns to understand people whose ways are different from her own. Illustrations by Peter Spier. $3.00, intermediate grades. C6

Wagner, Ruth H., and I. E. Green, *Put Democracy to Work.* Abelard, New York, 1952.
Explaining how democracy functions and a comparison of it with other existing forms of government. $3.00, primary grades. C8

Whitridge, Arnold, *Simon Bolivar, the Great Liberator.* Random, New York, 1954.
Patriot, general, and statesman, Simon Bolivar won the title of "The Great Liberator," through his work in creating independent republics of South America, and his plan to unite them by federation. Illustrations by Dirk Gringhuis. $1.60, intermediate grades. C6

Watts, Mabel, *Over the Hills to Ballybog.* Aladdin, New York, 1954.
Mr. Brogan, a kindly gentleman always willing to help his neighbors, finally sees the day when they can show their gratitude. $2.00, primary grades. C2

Weir, Ruth Cromer, *Benjamin Franklin: Printer and Patriot.* Abingdon, New York, 1955.
A biography of a famous American statesman. Superior picture of pre-revolutionary days is presented. $1.50, intermediate grades. C4

Wheeler, Opal, *Hans Andersen.* Dutton, New York, 1951.
A sympathetic portrayal of the life of one of the world's greatest story-tellers for children. $3.00, intermediate grades. C1

White, Anne Terry, *George Washington Carver, The Story of a Great American.* Random, New York, 1953.
Sympathetic account of the great Negro scientist who began life as a slave. $1.50, junior high school grades. C2

Wilder, Laura Ingalls, *Little Town on the Prairie.* Harper, New York, 1953.
In this story the reader is shown how family hardship and family fun can go hand in hand. $2.50, junior high school grades. C3

Will, and Nicolas (pseud.), *The Christmas Bunny.* Harcourt, New York, 1952.
Young Davy's rescue of a trapped fox is rewarded by a visit to the animals' Christmas in the woods, and in an unexpected gift on Christmas Day. $2.50, primary. C2

Wilson, Hazel, *His Indian Brother.* Abingdon, New York, 1955.
A thirteen-year-old boy learns to appreciate the forest and to respect the Penobscot Indian boy who befriended him. $2.50, intermediate grades. C4

Wolfe, Louis, *Clear the Tracks.* Lippincott, New York, 1952.
Konvalinka, disgusted with communism and yearning for a life of freedom, escapes with his train and all the passengers aboard. It is hoped that children will gain a greater appreciation for the meaning of liberty. $3.00, junior high school grades. C4

Woolley, Catherine, *Ginnie and the New Girl.* Morrow, New York, 1954.
Ginnie loses her best friend, Geneva, to the new girl, Marcia. Lonely and hurt, she proves to herself that she can develop her resources without the help of Geneva. A fine book in human relations. $2.50, intermediate. C2

Woolley, Catherine, *Railroad Cowboy.* Morrow, New York, 1951.
Eight-year-old Davy's act of heroism is rewarded by a ride in the engineer's cab. $2.00, primary grades. C2

Yashima, Taro, *Crow Boy.* Viking, New York, 1955.
A Japanese setting for a picturebook story of a shy little boy in a village school. $2.75, primary. C5

Yates, Elizabeth, *Fortune, Free Man.* Aladdin, New York, 1951.
Story of a Negro in New Hampshire before the Civil War who after purchasing his own freedom, spent his life and small means in helping others. $2.50, junior high school grades. C8

Yates, Elizabeth, *A Place for Peter.* Coward, New York, 1952.
Peter's responsibilities in the sugar bush, the devotion of his dog, and the deep understanding between himself and his father make this a very important year for him. $2.75, junior high school grades. C3

Yates, Elizabeth, *Prudence Crandall, Woman of Courage.* Dutton, New York, 1955.
When the townspeople of Canterbury, Connecticut objected to the admission of a Negro student to her school, Prudence Crandall fought bravely trying to make them realize the error of their ways. $2.75, junior high school grades. C3

Individual Traits. Shyness, perseverance, happiness, cheerfulness, orderliness, cleanliness, punctuality, ambition, self-control, initiative, resourcefulness, courage, thrift, integrity, temperance, patience, industry, sincerity, moderation, humility.

Anderson, C. W., *The Crooked Colt.*
Anderson, C. W., *Blaze and Thunderbolt.*
Anderson, C. W., *High Courage.*
Anderson, M., *A Gift for Merimond.*
Archibald, J., *Fullback Fury.*
Aulaire, I., *Columbus.*
Avery, K., *All for a Horse.*
Ayrne, M., *The Wonderful Farm.*
Baker, C., *Kinnery Camp.*
Baker, N. B., *Big Catalogue.*
Baker, N. B., *Nickels and Dimes; The Story of F. W. Woolworth.*
Baker, N. B., *Sir Walter Raleigh.*
Baker, N. B., *Texas Yankee; The Story of Gail Borden.*
Balch, G., *Indian Saddle Up.*
Balch, G., *Squaw Boy.*
Ball, E., *George Washington; First President.*
Bannon, L., *Burro Boy and His Big Trouble.*
Bannon, L., *Hat for a Hero; A Tarascan Boy of Mexico.*
Bauer, H., *California Mission Days.*
Beatty, H., *Droopy.*
Beim, J., *Laugh and Cry.*
Beim, J., *Laugh and Cry; Your Emotions and How They Work.*
Bell, Margaret, E., *Kit Carson; Mountain Man.*
Bemelmans, L., *Parsley.*
Bialk, E., *The Colt of Crippled Creek.*
Bowen, B. M., *One Against the Sea.*
Boylston, H. D., *Clara Barton; Founder of the American Red Cross.*
Brown, J. M., *Daniel Boone; The Opening of the Wilderness.*
Brown, M. W., *The Little Fir Tree.*
Brown, M. W., *Little Frightened Tiger.*
Brown, P., *Silver Heels.*
Bryant, B., *P's and Q's for Boys and Girls.*
Buff, M., *The Apple and the Arrow.*
Caffrey, N., *Horse Haven.*
Caffrey, N., *Show Pony.*
Carlson, N. S., *Wings Against the Wind.*
Carpenter, B., *The Blossoming Year.*
Carpenter, T. V. W., *The Too Long Tail.*

Carter, H., *Robert E. Lee and the Road of Honor.*
Cattling, P. S., *The Chocolate Touch.*
Clark, A. N., *Looking-For-Something.*
Collin, H., *Young Hans Christian Andersen.*
Corbin, W., *Golden Mare.*
Cousins, M., *Ben Franklin of Old Philadelphia.*
Dalgliesh, A., *The Columbus Story.*
Dalgliesh, A., *The Thanksgiving Story.*
De Jong, M., *Smoke Above the Lane.*
Dobson, M., *Hero; The Biggest Cat in the World.*
Doorly, E., *Radium Woman.*
Eaton, J., *Washington; The Nation's First Hero.*
Edmonds, W. D., *The Matchlock Gun.*
Edwards, Cecile P., *Champlain; Father of New France.*
Ellis, A., *Laughing Gas and Safety Lamp.*
Faulkner, G., *Gentlemen and Rebels.*
Faulkner, N., *Rebel Drums.*
Freeman, L. and D., *Chuggy and the Blue Caboose.*
French, P., *Lucky Star and the Oceans of Venus.*
Geary, C. N., *Ticonderoga; A Picture History.*
Gillen, M., *Tony's Good Luck.*
Graham, A. P., *La Salle; River Explorer.*
Haines, M. and L., *The Wright Brothers; The First to Fly.*
Hawkes, H., *Ning's Pony.*
Henry, M., *Brighty of the Grand Canyon.*
Henry, R., *Mary Lou.*
Hill, R. N., *Robert Fulton and the Steamboat.*
Hogarth, G. A., *The Funny Guy.*
Holbrook, S., *Davy Crockett.*
Jauss, A. M., *Legends of Saints and Beasts.*
Johnson, E., *The Right Job for Judith.*
Johnson, W., *Sam Houston, Tallest Texan.*
Judson, C. I., *Andrew Jackson; Frontier Statesman.*
Judson, C. I., *Thomas Jefferson; Father of Democracy.*
Kalashnikoff, N., *The Defender.*
Kuhn, F., *Commodore Perry and the Opening of Japan.*
Lampman, E. S., *Tree Wagon.*
Lansing, E. H., *Jubilant for Sure.*
Latham, J. L., *Carry On Mr. Bowditch.*
Leach, M., *The Turnspit Dog.*
Leaf, M., *Lucky You.*
Lenski, L., *Prairie School.*
Lindquist, W., *Burma Boy.*
McClung, R. M., *Stripe.*

McCracken, H., *Winning of the West.*
McKaye, L., *Pat's New Worlds.*
Malkus, A., *Little Giant of the North.*
Marino, D., *Little Angela and Her Puppy.*
Mayer, J., *Betsy Ross and the Flag.*
Meigs, C., *Fair Wind to Virginia.*
Moody, R., *Kit Carson and the Wild Frontier.*
Newberry, C. T., *Ice Cream for Two.*
Nolan, J. C., *Abraham Lincoln.*
Nolan, J. C., *George Rogers Clark; Soldier and Hero.*
Norton, A., *Huon of the Horn.*
Norton, M., *The Borrowers.*
Norton, S., and J. Cournos, *Candidate for Truth.*
Owen, R., *The Conquest of the North and South Poles.*
Parks, A. W., *Davy Crockett Young Rifleman.*
Petersham, M. and M., *The Boy Who Had No Heart.*
Petersham, M. and M., *Stories of the Presidents of the United States.*
Pratt, M., *Flash of Washington Square.*
Reynolds, Q., *The Life of Saint Patrick.*
Robinson, G., *Spindleshanks.*
Ross, M. W., *Joan of Arc.*
Rountree, L., *Little Turkey.*
Scherman, K., *The Slave Who Freed Haiti.*
Schlein, M., *Deer in the Snow.*
Scott, S., *Binky's Fire.*
Sheehan, V., *Thomas Jefferson.*
Sherlock, P., *Anansi; The Spider Man.*
Simont, M., *Polly's Oats.*
Sorenson, V., *Miracles on Maple Hill.*
Steele, W. O., *Wilderness Journey.*
Syme, R., *Balboa; Finder of the Pacific.*
Syme, R., *Columbus.*
Townsend, O., *The White-Tailed Deer.*
Vance, M., *Patsy Jefferson of Monticello.*
Whitridge, A., *Simon Bolivar; The Great Liberator.*
White, A. T., *George Washington Carver; The Story of a Great Man.*
Will, N., *The Christmas Bunny.*
Woolley, C., *Ginnie and the New Girl.*

Group Belonging. Family, play, religious, work, sex; identification, conformity, loyalty, obedience, patriotism, piety.

Appel, D., *Commanche.*
Bannon, L., *When the Moon Is New.*

Beim, J., *Thin Ice.*
Bennett, A., *Little Witch.*
Berman, R., *When You Were a Little Baby.*
Blackburn, E., *One Bit of Land.*
Brink, C. R., *Family Grandstand.*
Brown, H. M., *America Is My Country.*
Brown, M. M., *Broad Stripes; Bright Stars.*
Buck, P. S., *The Beech Tree.*
Bulla, C. R., *Squanto; Friend of the White Men.*
Bulla, C. R., *The Poppy Seeds.*
Bulla, C. R., *The Sword in the Tree.*
Burgoyne, L. E., *Jack Daves; Forward.*
Caudill, R., *The House of the Fifers.*
Chalmers, A., *The Lovely Time.*
Clark, A. N., *Secret of the Andes.*
Cleary, B., *Beezus and Ramona.*
Commager, H. S., *America's Robert E. Lee.*
Daringer, H., *Keepsake Ring.*
Edel, M., *The Story of People.*
Eichelberger, R. K., *Bronke.*
Fischer, H., *Pitschi.*
Galt, T., *Peter Zenger; Fighter For Freedom*
Gorden, Pat., *Heir to Christmas.*
Helm, R., *Wonderful Neighbors.*
Hilles, H. T., *Moving Day.*
Holberg, R., *Tam Morgan; The Liveliest Girl.*
Jackson, C. P., *Barney of the Babe Ruth League.*
Jackson, S., *Life Among the Savages.*
Johnson, H. & G., *Courage Wins.*
Judson, C. I., *Theodore Roosevelt; Fighting Patriot.*
Kingman, L., *Peter's Long Walk.*
Kubie, N. B., *Joel; A Novel of a Young American.*
Loken, A. & H., *When the Sun Danced.*
Malvern, G., *Behold Your Queen.*
Meigs, C., *Invincible Louisa.*
Mills, L., *Three Together.*
Murphy, F. S., *Ready Made Family.*
Myers, G., *The Fishing Cat.*
Pauli, H., *Three Is a Family*
Pinkerton, K., *Hidden Harbor.*
Reynolds, B. L., *Hamlet and Brownswiggle.*
Scoggin, M. C., *Battle Stations.*
Simon, M. L., *Beasts of Burden.*
Stolz, M. S., *Ready or Not.*

Thomas, E. W., *Billy and the Bar-Bar-A.*
Thompson, M. W., *The Steadfast Heart.*
Tripp, E., *The New Tuba.*
Valenti, A., *Big Little Island.*
Wilder, L. I., *Little Town on the Prairie.*
Yates, E., *A Place For Peter.*

Group Participation. Cooperation, generosity, helpfulness, sportsmanship, justice, courtesy, sacrifice, fair play, obedience, loyalty, gratitude.

Archibald, J., *Double Play Rookie.*
Arnold, E., *Broken Arrow.*
Bailard, V. & M., *So You Were Elected.*
Beers, L., *The Crystal Cornerstone.*
Benary, I. M., *Rowan Farm.*
Bishop, C. H., *All Alone.*
Bonner, M. G., *How to Play Baseball.*
Castor, H., *Theodore Roosevelt and the Rough Riders.*
Felsen, H. G., *Cub Scout At Last.*
Flack, M., *Wag-Tail Bess.*
Frick, C. H., *Five Against the Odds.*
Frick, C. H., *Tourney Team.*
Gates, D., *Little Vic.*
Greene, G., *The Little Red Fire Engine.*
Hays, W. P., *Pilgrim Thanksgiving.*
Hilles, H. T., *Auction Today.*
Hylander, C. J., *Adventure With Reptiles.*
Jackson, C. P. & O. B., *Star Kicker.*
Knapp, Sally, *Sink the Basket.*
Lansing, E., *Shoot for a Mule.*
Olgin, J., *Backcourt Rivals.*
Pace, M. M., *Old Bones.*
Phillips, T. H., *Search for a Hero.*
Pinelli, B., *Mr. Ump.*
Rawlings, M. K., *The Secret River.*
Robertson, K., *The Wreck of the Saginaw.*
Rosevear, M., *The Secret Cowboy.*
Slobodkin, L., *Dinny and Danny.*
Sterne, E. G., *The Long Black Schooner.*
Streatfield, N., *Skating Shoes.*
Tarshins, E. K., *The Village that Learned to Read.*
Tracy, D., *Second Try.*
Tunis, J. R., *Buddy and the Old Pro.*
Tunis, J. R., *The Other Side of the Fence.*

United Nations Department Of Public Information, *A Garden We Planted Together.*

Verral, C. S., *King of the Diamond.*

Regard for Rights and Privileges of Others. Respect, honesty, property, sympathy, truthfulness, courtesy, kindness, generosity.

Balch, G., *Wild Horse Tamer.*
Barnum, J. H., *Little Old Truck.*
Beim, J., *The Boy On Lincoln's Lap.*
Bell, T. H., *Yaller-Eye.*
Berey, M., *Manners Made Easy.*
Blough, G. O., *Lookout for the Forest.*
Brown, B. & R., *The Forest Fireman.*
Buntain, R. J., *The Birthday Story.*
Clark, A. N., *Blue Canyon Horse.*
Doane, P., *The Boy Jesus.*
Farjeon, E., *The Glass Slipper.*
Gaer, J., *The Fables of India.*
Godden R., *The Mousewife.*
Gordon, D., *You and Democracy.*
Hunt, G. P., *The Story of the United States Marines.*
Judson, C. I., *City Neighbor.*
Kepes, J., *Five Little Monkeys.*
Krumm, C., *The Four Riders.*
Lee, T., *Manners To Grow On.*
Lipkind, W., *Finders Keepers.*
Otto, M. G., *The Tiny Man.*
Parke, J., *Scratchy.*
Peckinpak, B., *Coco Is Coming.*
Perera, L., *Frisky.*
Petry, A., *Harriet Tubman.*
Rushmore, H., *Ghost Cat.*
Schneider, N. & H., *Let's Look Under the City.*
Scott, S., *Chica.*
Tripp, E., *Tin Fiddle.*
Vance, M., *On Wings Of Fire.*
Wagner, R. H., *Put Democracy to Work.*
Watts, M., *Over the Hills to Ballybog.*
Wheeler, O., *Hans Andersen.*
Wilson, H., *His Indian Brother.*
Yates, E., *Prudence Crandall, Woman of Courage.*

Acceptance of Individual and Group Differences. Tolerance, open-mindedness, prejudice, jealousy.

Allstrom, E., *The Singing Secret.*
Bennett, M., *The Hidden Garden.*
Bishop, C. H., *Twenty and Ten.*
Bleeker, S., *The Apache Indians.*
Buckly, P., *Luis of Spain.*
Bulla, C. R., *Song of St. Francis.*
Cleary, B., *Otis Spofford.*
Coatsworth, E., *Cherry Anne and the Dragon Horse.*
Collin, H., *Nils; The Island Boy.*
Creekmore, R., *Fujio.*
Crist, E. & R., *Chico.*
De Jong, M., *Shadrach.*
Derleth, A., *Land of Sky-Blue Waters.*
Diska, A., *Andy Says, Bonjour.*
Dolbier, M., *Torten's Christmas Secret.*
Duryea, E., *The Long Christmas Eve.*
Farnsworth, F. J., *Winged Moccasins; The Story of Sacajawea.*
Freuchen, P., *Eskimo Boy.*
Gardner, L., *Somebody Called Booie.*
Hahn, E., *The First Book of India.*
Haviland, V., *William Penn; Founder and Friend.*
Hayes, F., *Joe-Pole; American.*
Hays, W. P., *The Story of Valentine.*
Hubbard, M. A., *Thunderhead Mountain.*
Hughes, L., *The First Book of Negroes.*
Jewett, E., *Felicity Finds a Way.*
Kenworthy, L., *Twelve Citizens of the World.*
Kingman, L., *Micco's Fortune.*
Lenski, L., *San Francisco Boy.*
Lide, A. & M., *The Wooden Locket.*
Louden, C. & G., *Far into the Night.*
Louden, C. & G., *Rain in the Winds.*
McSwigan, M., *All Aboard For Freedom.*
Milhous, K., *Appolonia's Valentine.*
Mirsky, R. P., *Thirty-One Brothers and Sisters.*
Newell, H., *A Cap for Mary Ellis.*
Oakes, V., *Roy Sato.*
Oakes, V., *Willy Wong; American.*
Oursler, F., *A Child's Life of Jesus.*
Peckham, B., *Tangle-Britches; A Pennsylvania Dutch Story.*
Pyne, M., *The Story of Religion.*

Reynolds, B. L., *Emily San.*
Rhoads, D., *The Corn Grows Ripe.*
Schartum-Hansen, I., *Ingvild's Diary.*
Seckar, A. V., *Zuska of the Burning Hills.*
Seredy, K., *Philomena.*
Shippen, K. B., *The Pool of Knowledge; How the United Nations Share Their Skills.*
Snedeker, C. D., *A Triumph for Flavius.*
Sorenson, V., *Plain Girl.*
Tor, R., *Getting to Know Germany.*
Tor, R., *Getting to Know Puerto Rico.*
Uchida, Y., *The Magic Cap; More Folk Tales from Japan.*
Vetter, M., *Cargo for Jennifer.*
Wolfe, L., *Clear the Tracks.*
Yashima, T., *Crow Boy.*
Yates, E., *Amos Fortune; Free Man.*

Films

Introduction. The films and filmstrips are grouped according to the company where they can be purchased, in alphabetical order by title. Since the contents of the films are obvious merely by reading the title, no index of the dominant trait in each film will be provided. Many of these films can be rented from the Boston University Audio-Visual Aids Library, 332 Bay State Road, Boston, Massachusetts.

Coronet Films, Coronet Building, Chicago 1, Illinois.

Am I Trustworthy? intermediate grades, color, $100.

Returning borrowed articles, keeping promises, doing a good job with assigned tasks are all presented as examples of trustworthiness. Students learn that by practicing trustworthiness in everyday life, people will trust them when important issues are raised.

Appreciating Our Parents, primary grades, color, $100.

This story tells of a boy who discovers how much his parents do for him each day. He sees too, how he can repay them. Lessons in family cooperation are presented in an easy-to-understand manner.

Beginning Responsibility: Taking Care of Things, primary grades, color, $100.

As a persuasive means of interesting children in the importance of taking care of their belongings, the film explains why and how children should care for things at home and at school. Importance is placed on having definite places to keep things, putting items where they belong, and cleaning up after playtime.

Control Your Emotions, junior high school grades, color, $125.
Here psychological concepts are applied to the practical work of emotional control. Beginning with a stimulus-response pattern, the film interprets control in varying situations as altering the stimulus or altering the response. The important methods of changing either stimulus or response are shown, and many sound suggestions for emotional control are presented.

Courtesy For Beginners, primary grades, color, $100.
The fundamentals of courtesy — being considerate to a guest, making correct introductions, saying please, thank you, and excuse me — are presented in a variety of role-playing activities which will delight young audiences.

Dating: Do's and Don'ts, junior high school grades, color, $125.
By showing the progress of an idealized date, from the idea, asking, and accepting, to the date itself, and the final good night, this film raises some important questions regarding dating and suggests partial answers as guides for discussion. Such questions as "Whom do you choose for a date?" or "How do you say good night?" help to stimulate free discussion of dating and the problems connected with it.

Developing Responsibility, intermediate grades, color, $100.
This appealing story of a boy and of the dog that he wants very much teaches lessons in responsibility that children will understand and remember. They will realize that although responsibilities often entail hard work, difficult decisions, and missing out on some fun . . . the rewards both material and spiritual, more than compensate.

Developing Self-Reliance, junior high school grades, color, $100.
How dependency grows and how necessary self-reliance is to all successful endeavor and happiness is depicted in this film. It analyzes the steps in developing self-reliance: 1 — assume responsibility; 2 — be informed; 3 — know where you are going; 4 — make your own decisions. A careful distinction is drawn between dependence, which is undesirable, and seeking advice and help, which is part of being intelligently self-reliant.

Developing Your Character, junior high school grades, color, $100.
What is good character and how it can be achieved in order to live more happily and more successfully is brought out in this production. Influences of the home, church, school, and friends which mold an individual's character are described and a guide to developing character is presented.

Everyday Courtesy, intermediate grades, color, $100.
Those courteous habits of thought and action which should be used every day are taught by this film. Its theme is that there are certain skills involved in courtesy and that the use of these skills allows us to move through many different social situations with a minimum amount of friction and a maximum number of friends.

Family Life, junior high school grades, color, $100.

Once disorganized and hard pressed, we see how, through proper home management of schedules, responsibilities, privileges, and finances, a family begins to enjoy life as they should. This film creates an awareness of the happiness to be gained from a well-managed home, and outlines a program for achieving it.

Friendship Begins at Home, junior high school grades, color $150.

This film gives an example of a boy who learns to appreciate his family. It is directed to the adolescent, stating the importance of valuing the friendships in the home and the fun of doing things with the family group.

Fun of Being Thoughtful, junior high school grades, color, $100.

Behind courtesy, behind all social adjustment, lie the complex skills involved in insight into the motives, tastes, and desires of others. This insight is called thoughtfulness and is expressed in hundreds of small and large ways — in speech, silence, action, and inaction. Thoughtfulness is shown here to be the intelligent exercise and application of a few social skills: noticing what others like and want, and acting accordingly.

Fun of Making Friends, primary grades, color, $100.

What are the values of friendship? How do you make friends? How do you keep friends? These points are dealt with in this film. Children realize what friends are and how easy it is to keep them.

Golden Rule: A Lesson for Beginners, intermediate grades, color, $100.

The golden rule as a standard for behavior, which has been accepted by religions all over the world, is visually interpreted so it will be clearly understood by young children. Everyday situations to which this rule applies are delightfully dramatized to encourage children to apply it to their own actions.

Good Sportsmanship, junior high school grades, color, $100.

Here is a film that not only clearly demonstrates what good sportsmanship is, but motivates a desire on the part of the individual to "be a good sport," himself. Through lively and dramatic story situations the audience sees a number of examples of good sportsmanship in action. In these, the importance of individual sportsmanship in all phases of daily living is emphasized.

Good Table Manners, intermediate and junior high school grades, color, $100.

Good table manners depend primarily on attitude. Here is a film that points out that table manners are matters of courtesy, consideration for others, and common sense, through an unusual dramatic device in which a fourteen year old boy is brought face-to-face with himself as a young man of twenty-one. Audiences will see that they soon will be entering a world in which they will be constantly concerned with making a good impression.

How Billy Keeps Clean, primary grades, color, $100.
How Billy can play hard and yet keep himself clean and healthy is explained through demonstrations that appeal to primary grade youngsters. How to wash, when to wash, and how keeping clean helps make a better person are clearly shown.

How Friendly Are You?, junior high school grades, color, $100.
The ways that young people cultivate friends are often obscured by the artificial bonds of belonging to a clique or school crowd. This film sets out to present some of the values of being friendly and encourages broadening of one's range of friends. Friendliness is shown to be a two-way proposition involving generosity, consideration and a sincere interest in other people.

How Honest Are You?, intermediate and junior high school grades, color, $125.
Students usually understand that honesty is a good thing. They don't have much trouble with simple honesty. But in some situations honesty is a much deeper problem and it is this type of situation that is analyzed in this film. From it, the audiences are able to draw certain conclusions about what honesty is, and a person may apply the test of honesty to his thoughts and actions.

How Quiet Helps at School, primary grades, color, $110.
The importance of being quiet in the library, the classroom, when talking together, and working on group projects is stressed, as well as the fun of making noise on the playground when playing games.

How To Be Well Groomed, junior high school grades, color, $90.
Don and Sue are two young children anyone would look at and want to know. This film shows how they improve their personal appearance through attention to good grooming habits. It demonstrates to students the four fundamentals of good appearance: good health, good posture, cleanliness, and neatness. With Don and Sue as living models, they realize that in friendships and business, success depends a great deal on how you look.

How To Get Cooperation, intermediate and junior high school grades, color, $100.
Necessity for group action in our society makes this film important to both adults and students. It shows some of the methods for securing cooperation and a practical use of them in the school situation. The objectives of cooperation are first outlined and then typical situations are presented. Finally basic techniques for actually achieving the assistance of others are put into practice.

How We Cooperate, intermediate grades, color, $100.
Students learn what cooperation is, the value derived from it, and they see some of the important settings in which we should cooperate. The necessity of closeness of purpose, effort, and planning in cooperation is vividly explored.

Let's Play Fair, intermediate grades, color, $100.

Sharing, taking turns, obeying rules, are some of the basic elements of fair play that Herbie and Bill discover in this film. Children will realize that although it sometimes takes careful consideration fair play is the way to have the most fun.

Let's Share With Others, primary grades, color, $100.

Sharing involves a series of skills. The film outlines these skills and teaches an important lesson based on fair play, cooperation, thoughtfulness, courtesy, and friendship. It includes such behavior patterns as dividing things, taking turns, sharing through words and expressions, and doing things together.

Make Your Own Decisions, junior high school grades, color, $100.

Making decisions is a skill that everyone should learn as a prerequisite to more mature and successful living. Failure to make decisions often leads to worry and even ill health. This film presents a series of five questions that illustrate the alternatives that exist in every situation and how each contributes to making self-reliant and psychologically mature individuals.

Mind Your Manners, intermediate and junior high school grades, color, $100.

A boy and his sister discover the correct way to act with friends, when meeting new friends, when at home, at school, or on a date. Consideration toward parents, teachers, and other adults as well as proper courtesy when driving an automobile, riding a bus, or walking on a sidewalk are presented in this realistic film.

Our Country's Flag, intermediate grades, color, $100.

The reasons for the respect to the flag and the reasons for the flag itself are not always clearly understood. This film explains the meaning of the flag, its symbolism, and why it should be respected. The Pledge of Allegiance is told about in terms of everyday activities, and the rules of respect to the flag are reviewed and clearly explained.

Overcoming Fear, junior high school grades, color, $125.

Courage is presented as an attitude which can be developed. Cowardice is shown to be a response to a specific situation. How overcoming fear can make a better all-around person is the message of this film.

Respect for Property, junior high school grades, color, $100.

This film dramatically presents three concepts basic to building respect for the property of others. First, the owner's value of his property should be considered. Second, the fact that the law protects property should be understood. Third, even though public property has many owners, it must be respected by everyone. Faced with a forceful story in which three boys suffer deeply because of disrespect for property, the audience learns with them the importance of proper respect.

Self-Conscious Guy, intermediate and junior high school grades, color, $100.

Marty suddenly becomes keenly aware of his feelings of self-consciousness. As he tries to find ways to avoid these feelings, he discovers others have been extremely self-conscious and yet have developed poise and self-assurance. He finds help for his problems through developing skills, thinking of others, and getting his attention on the whole situation.

Sharing Work at Home, intermediate and junior high school grades, color, $100.

This film shows the importance of cooperation to happy family life. Children will not only enjoy the movie but they will learn how to take one of the big steps toward improved family living.

Shy Guy, junior high school grades, color, $112.50.

Here is an appealing story, sympathetically told, on overcoming shyness. A boy, lonely in his new school, learns to make and enjoy real friendships. Guided by his father and his classmates' counsel, he becomes a likable person that other children will want to follow in their own difficult period of social adjustment.

Social Courtesy, junior high school, color, $100.

Why do some people seem to enjoy social gatherings while in some cases others would rather stay at home? Often it is because these people simply don't know how to get along with others. Here is a motion picture which shows that getting along in social groups merely requires a natural, easy, form of behavior, manners, how to appreciate the differences between formal and informal events and how to learn the "right thing to do."

Student Government at Work, intermediate and junior high school grades, color, $100.

This film shows how an active student council governs the school community with the support of the students, principal and faculty. The council's method of handling such problems as overdue library books, lunchroom congestion, and auto parking serve as basic solutions to the general problems of good student government.

Understanding Your Ideals, junior high school grades, color, $125.

What are ideals? Why are they so important to well-being and happiness, and what do they have to do with character? A student who has false conceptions of ideals finds the right objectives and goals for which to aim. Specifically this film tells and shows what ideals are, and how they influence and are influenced by character.

Ways of Settling Disputes, primary grades, color, $100.

Students will see how disputes waste time and rob them of fun. Settlement of disputes must involve give and take, and this film emphasizes that the settlement must be desired if it is to be achieved. Compromise, obey the rules, find the facts, and find opinions are given as four ways of settling disputes.

We Go to School, primary grades, color, $100.
This film shows how children make normal adjustments from home to school. A sense of belonging and an attitude of cooperation permeates the movie.

Wise Buying, junior high school grades, color, $100.
The relation of your needs to your budget is emphasized in this film. Four "better buying" questions are offered here for the audiences to ask themselves when shopping. Some of the important factors like seasonal change, quantity purchases, and product labels are discussed, and the effect of wise buying of more, needed, and better goods for less—pointing out that one can raise his standard of living if he plans the spending of his money and buys wisely.

You and Your Parents, junior high school grades, color, $125.
The issue of parental authority is one that touches every home where there are growing children. The process of "growing away" from the family is described as a natural and normal one here, but the audiences see how it can lead to difficulties if both parents and children do not take the time to understand each other's problems.

Your Family, primary grades, color, $100.
The delightful film story of a happy family . . . the Brents. Through mutual understanding, acceptance of responsibilities and cooperation, they have achieved that vital sense of unity so necessary to a happy home. This picture develops an appreciation and understanding of the family as a social unit and the important role the individual plays within this unit.

Your Family Budget, junior high school grades, color, $100.
Who makes up the family budget? How is a family budget operated? If well-planned and operated, does a family budget contribute to family well-being? These and other important questions about the subject are answers in this picture. The budget, methods of preparation, and values of budgets are carefully planned and checked.

Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

A Date with Your Family, junior high school grades, color, $95.
Points up the need for greater awareness in the home of the respect that all of us should have towards each other. Shows that graciousness, consideration, and kindness can apply to the family group when alone as well as when in company. Family ties are strengthened by practice of simple courtesies.

Are Manners Important?, intermediate grades, black and white, $50.
A motivation tool to get children to think about the role of courtesy and good manners in our society. Micky finds that his classmates seem to be avoiding him, but he clings to the belief that "kids don't care about manners." A series of questions are left to student discussion.

Beginning to Date, junior high school level, color, $100.
Dramatizes one of the most important periods in the lives of young teen-agers, with effective illustrations of right and wrong approaches to dating. Offers special help to the timid student, whose shyness creates a barrier to dating — and demonstrates basic rules of conduct on a date. Points out that these rules are based on consideration of others.

Belonging to the Group, junior high school grades, black and white, $75.
Illustrates the need for people to respect and accept one another in a free society, the vital roles of groups in the community, and the importance of the "feeling of belonging." Points up community values and their relation to the democratic way of life.

Don't Be Afraid, intermediate grades, color, $100.
Tells how a young boy is helped by his mother to overcome his fear of the dark. Points out that many fears have a useful purpose by serving as a warning of danger. Explains how to determine whether a fear is useful or not, and how to overcome undesirable fears.

Don't Get Angry, intermediate grades, color, $100, 12 min.
Explains anger as a natural emotion which cannot be entirely avoided but which can be successfully managed when faced in a mature way. Reveals physiological changes during periods of excitement, and emphasizes need for the child to release anger in a controlled manner.

Fox and the Rooster, primary grades, black and white, $55.
Even clever schemers can be outwitted and beaten when good friends help each other.

Frank Tends the Garden, primary grades, black and white, $50.
Presents a simple story involving home and family relations which are familiar to children. Depicts good times had by Frank and his sister.

Introductions, intermediate and junior high school grades, black and white, $49.
Demonstrates correct ways of meeting or introducing people using actual dialogue. Typical situations in home, business, school, party, and official gatherings depict forms of gracious greetings and conversation.

Major Religions of the World, intermediate and junior high school grades, color, $200.
This film is designed to help inspire an appreciation for, and a tolerance of the religions dominant in the world. An objective survey of origins, rituals, and symbols of Hinduism, Judaism, Christianity, and Mohammedanism.

Making Friends, junior high school grades, color, $100.
Illustrates with a series of brief scenes various kinds of friendships. Uses examples of three students with different types of friendship problems, describing how each one attempts to solve his problem. Points out definite qualifications of friendships and ways of making friends.

Obligations, intermediate and junior high school grades, color, $195.
Contrasts the disorganized and poorly managed Smith household with that of their happily integrated neighbors. Reveals how organized routine and acceptance of duties and responsibilities by every member in the family are mutual obligations and lead to a happy personal life as well as a smooth-running family life.

Room for Discussion, intermediate and junior high school grades, black and white, $112.50, 24 minutes.
Provides an overview of the values to be gained from using the techniques of organized discussion. It makes the point that discussion is not only a privilege but the responsibility of all citizens living in a democracy. Describes how discussion functions in various situations to make for better understanding and for the solution of problems.

Rules and Laws, intermediate and junior high school grades, black and white, $62.00.
Demonstrates that laws in the community are like rules in children's games. A group of youngsters is first brought to realize that having rules and abiding by them makes playing together enjoyable for all. Then they consider specific laws that have benefited people in the community.

Sailing a Toy Boat, primary grades, color, $50.
Frank has received a new toy sailboat from his father and has learned how to set the rudder so that the boat will return. Jean's doll is the passenger when waves wash her overboard. Brave Penny rescues the doll.

Skipper Learns a Lesson, primary grades, color, $100.
A little girl and her dog, Skipper, move into a neighborhood where youngsters of different races play together. Skipper snubs the dogs belonging to these children and refuses to play with them because they look "funny" to him. Later, through an embarrassing episode with a can of paint Skipper becomes the one who looks odd to the other dogs. He soon realizes his mistake, and understanding is established among all.

Teamwork, junior high school grades, black and white, 18 minutes, $98.
Students learn about the six ways in which cooperation can be achieved, through everyday incidents. Presents examples of cooperation through force, bargaining, trickery, compromise, leadership, and democracy, and invites a discussion of each.

Ideal Pictures, 40 Melrose Street, Boston, Massachusetts.

Courtesy for Beginners	$2.00 Elementary
Early Social Behavior	$2.00 Elementary
Family Life	$2.00 Junior High

Fun of Making Friends	$2.00	Elementary
Fun on the Playground	$2.00	Elementary
Johnny Learns His Manners	$3.50	Primary
On the Way to School	$2.00	Primary
Tommy's Day	$3.00	Primary
Your Family	$2.00	Primary

The prices quoted are rental fees not purchase costs. All films are available in color. Annotations are omitted since the title makes the subject matter obvious.

Filmstrips

Introduction. A filmstrip can often serve the same purpose as a film, but the cost of purchasing a filmstrip is one-third that of a film. For this reason many film companies produce filmstrips that cover the identical material that a film does. One advantage of a filmstrip is that the teacher can stop the strip and have a discussion with her class at the moment a question arises. The filmstrips are listed according to the company where they can be purchased, in alphabetical order by title.

Encyclopedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

Character Building, primary grades, color, box of sixteen, $80.
Sixteen filmstrips, each containing thirty-nine frames. Stress the following traits: Kindness, Consideration, Sharing, Honesty, Thoughtfulness, Neighborliness, Thankfulness, Acceptance, Helpfulness, Promptness, Fair Play, Willingness, Preparedness, Protectiveness, and Cleanliness.

Children's Stories of Famous Americans, primary and intermediate grades, color, box of six, $36.
Stories are told with emphasis on the background influences that made each man great: John Smith, Ethan Allen, William Penn, Peter Stuyvesant, Paul Revere, John Paul Jones.

Cottontail Fables, primary grades, color, box of six, $30.
Stress: Other people's property, Chasing rainbows, Mother knows best, Obedience pays, Greediness doesn't pay, We work together.

Developing Your Personality, intermediate grades, color, box of six, $36.
Stories involving youngsters eleven or twelve years old who learn through actual experiences some valuable lessons concerning the making of decisions, development of proper attitudes. Thinking For Yourself, More Than One Friend, Trying New Things, Leaders and Followers, Promises Are Made To Keep, Enjoying Today are the titles of the strips.

Good Manners, primary grades, color, box of six, $36.
Each strip is a separate story involving simple, interesting situations calling for thoughtfulness and courtesy. Manners at Home, School, Play, in Public, While Visiting, at Parties.

Guidance Stories, primary grades, color, box of six, $36.
Each story presents a guidance problem that is pertinent to this age level. Sharing, Playing Fair, New Friends, Good Friends, One Kind of Bravery, Taking Care of Your Things, Sticking to the Job.

Home Community, primary grades, color, box of six, $36.
Describes how the family unit is constituted, why it is important, and how youngsters can help make it run smoothly. Helping Mother, Brothers and Sisters, Growing Up.

Patriotic Holidays, intermediate grades, color, box of six, $36.
Biographies stress admirable traits of our country's heroes. By depicting the highlights of the life of Washington, Lincoln, Columbus, and the Pilgrims, youngsters will understand why we celebrate various holidays. Lincoln's Birthday, Washington's Birthday, Memorial Day, Independence Day, Columbus Day, and Thanksgiving Day.

Eye Gate House, Inc., 2716 Forty-first Avenue, Long Island City 1, New York.

Manners Make a Difference, primary and intermediate grades, color, box of nine, $25.
The topics of the strips are: Why Have Good Manners? Good Manners at Home, Table Manners, Good Manners at School, Good Manners on the Street, Good Manners When Visiting, Good Manners at Play, Good Manners at the Movies, Do's and Don't's in Good Manners.

Character Makes a Difference, intermediate and junior high school grades, color, box of nine, $25.
The filmstrips discuss common basic ideas of character training such as: Honesty, Courtesy, Thoughtfulness, Consideration, Helpfulness, Work and Play at School, The Boy Scout and Other Groups, Getting Along With Yourself, Getting Along at Home, Getting Along With Friends, Growing Up, Likes and Dislikes.

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Popular Science Films, 330 West 42nd Street, New York, New York.

A Better You Series, junior high school grades, color, box of six, $35.50.
Present useful tips on do's and don't's of acceptable social behavior. A teaching aid on personality development. Making Friends Is Easy, Popularity Comes to You, Yours for the Best, So You Want to Make a Good Impression, Yes, Politeness Is for You, and Your Boss Is Proud of You.

American Way Series, junior high school grades, color, box of six, $35.50.
Picture patriotic ideals and principles as developed through our nation's history, their place today, and the citizen's responsibility. Americans All, Let Freedom Ring, Opportunity Unlimited, We, the People, Bulwark of Democracy.

Birth of Our Nation Series, intermediate and junior high school grades, color, box of five, $22.
Vividly pictures the constitutional rights, early history, and symbols of our country that are part of the heritage of every American. Well suited for stimulation of patriotism and good citizenship.

Growing Up Series, intermediate and junior high school grades, color, box of six, $25.
Describes everyday activities of children and their relation with parents, friends, and neighbors. Theme of family life is stressed. Good Helpers, It Pays To Save, Johnny Goes to the Store, Lost and Found, New Classmate, When We Have Guests.

Young America Films, Text-Film Department, McGraw-Hill Book Company, 330 West 42nd Street, New York 26, New York.

Getting Along with Others, junior high school grades, color, box of six, $30.
Uses environmental situations at home, school, and in public places to emphasize the behavior and the social skills that help young teenagers to get along with others. Personal Relations, Table Manners, You're On a Trip, Personal Appearance, School Functions, You're In Public.

Living Together in School, intermediate grades, color, box of six, $32.50.
Demonstrates and describes habits of school behavior, designed to help pupils understand the need for definite standards of behavior. Being Prompt, Considering Others, Caring for School Materials, Going To School Assemblies, Our School Helpers, Visitors in Our Class.

Our Flag Series, intermediate grades, color, box of three, $16.50.
Designed to give an appreciation of the history of our flag and national anthem, and to illustrate some of the common ways in which we respect and honor our flag.

NEXT ISSUE

April, 1960. *Some Neural and Glandular Bases of Learning,* by Thomas H. Eames. Postpaid $1.00.

PREVIOUS NUMBERS AVAILABLE

December, 1959. *Adapting Instruction to the Learning Needs of Children in the Intermediate Grades,* by Donald D. Durrell et al. Postpaid $1.00.

October, 1959. *Enriching the Elementary School Mathematics Program for More Capable Children,* by J. Fred Weaver and Cleo F. Brawley. Postpaid $1.00.

April, 1959. *Basic Needs in Health Education,* by Leslie W. Irwin. Postpaid $1.00.

February, 1959. *Visual Handicaps to Reading,* by Thomas H. Eames. Postpaid $1.00.

December, 1958. *Today's Forecast for Science Education Tomorrow,* edited by John J. Read and Pearl A. Nelson. Postpaid $1.00.

October, 1958. *Various Conceptions of the Role of the Educational Philosopher,* edited by Gene D. Phillips. Postpaid, $1.00.

April, 1958. *Preference Studies in Elementary Social Studies,* by W. Linwood Chase and Gilbert M. Wilson.

February, 1958. *Success in First-Grade Reading,* edited by Donald D. Durrell. Postpaid $1.00.

December, 1957. *The Spontaneous Speaking Vocabulary of Children in Primary Grades,* by Helen A. Murphy. Postpaid, $1.00.

October, 1957. *Television for Children,* by Ralph Garry and others. Postpaid, $1.00.

April, 1957. *Guidance for the Classroom Teacher,* by Dugald S. Arbuckle. Postpaid, $1.00.

February, 1957. *Can We Help Children to Write?* by B. Alice Crossley. Postpaid, $1.00.

December, 1956. *High Interest-Low Vocabulary Reading Materials* (a selected booklist), by Helen Blair Sullivan and Lorraine E. Tolman. Postpaid, $1.00.

April, 1956. *Forecasting Juvenile Delinquency,* by William C. Kvaraceus. Postpaid, $1.00.

February, 1956. *Classroom Enrichment Through Pupil Specialties,* by Donald D. Durrell and Leonard J. Savignano. Postpaid $1.00.

December, 1955. *Adjusting to Individual Differences in English,* by Olive S. Niles and Margaret J. Early. Postpaid $1.00.